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The Research Quarterly

of the American Association for Health, Physical Education, and Recreation

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CONTENTS

Supervision of Elementary Physical Education (*Submitted 12/24/51*)	*Gertrude M. Baker, Elsie Annis, and Jean Bontz*	379
The Emotional Reactions of College Athletes (*Submitted 12/20/51*)	*John M. Harmon and Warren K. Johnson*	391
Learning to Juggle: II. A Study of Whole and Part Methods (*Submitted 1/30/52*)	*Clyde G. Knapp and W. Robert Dixon*	398
A Critique on the Use of Height-Weight Factors in the Performance Classification of College Men (*Submitted 11/26/51*)	*Kenneth D. Miller*	402
An Analysis of the Factors Affecting the Achievement of Undergraduate Men Majoring in Physical Education at the State University of Iowa (*Submitted 1/14/52*)	*John C. Thompson*	417
Research Abstracts		428
Life and Honorary Members		431
Representative Assembly, 1952–53		434
Index to Volume 23		436

NOTE: For *Guide to Authors*, see October 1952 issue.

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Supervision of Physical Education in the Elementary School

Part I The Supervisor's Viewpoint

GERTRUDE M. BAKER, ELSIE ANNIS, AND JEAN BONTZ

University of Minnesota
Minneapolis, Minnesota

THE STUDY was conducted by a sub-committee of the Committee on Trends as They Affect Physical Education for Women, and was sponsored by the National Association for Physical Education of College Women.

Purpose of the Study

This study was made to determine the nature of in-service supervisory practice in the elementary schools of the United States.

Procedure

1. During the winter and spring of 1951, contact was made with the physical education supervisory officer in the state departments of the 48 states requesting the names of physical education personnel who, in the opinion of the state department, were giving an adequate supervisory service at the elementary level in the various localities of their respective states. The committee was not interested in securing data from public school systems where a below-average service was being rendered. Thirty-four states contributed data for this survey; these states are:

Alabama	Michigan	Oregon
Arkansas	Minnesota	Pennsylvania
California	Mississippi	Rhode Island
Connecticut	Missouri	Tennessee
Delaware	Montana	Texas
Illinois	Nebraska	Utah
Indiana	New Jersey	Vermont
Iowa	New York	Virginia
Kentucky	North Carolina	Washington
Maine	North Dakota	Wisconsin
Maryland	Ohio	
Massachusetts	Oklahoma	

Of 33 replies from state department personnel, supervisory service was reported as follows:

26 states reported 4 to 250 public schools receiving regular supervision from a central office.

Data Secured from the Questionnaires

The public school systems from which the data were secured are listed according to their approximate size.

Size	Eastern District	Midwest District	Central District	Southern District	Northwest District
Over 500,000 population	Baltimore, Md. Buffalo, N. Y.	Detroit, Mich. Cleveland, Ohio	St. Louis, Mo.		
Between 100,000 and 500,000	Jersey City, N. J. Allentown, Pa. Erie, Pa.	Toledo, Ohio Ft. Wayne, Ind. Grand Rapids, Mich. Cincinnati, Ohio	Mpls., Minn. Des Moines, Ia.	Louisville, Ky. Norfolk, Va. Richmond, Va. Ft. Worth, Texas	Seattle, Wash. Spokane, Wash. Portland, Ore.
Between 50,000 and 100,000	Portland, Maine PrinceGeorges, I., Md. Montgomery, Md. Lynn, Mass. Atlantic City, N. J. New Rochelle, N. Y. Johnstown, Pa. McKeesport, Pa. Bethlehem, Pa. Lancaster, Pa. Pawtucket, R. I. Cranston, R. I.	Lansing, Mich. Kalamazoo, Mich. Oak Park, Ill. Terre Haute, Ind. Madison, Wis. Columbus, Ohio	Duluth, Minn. Sioux City, Ia. Cedar Rapids, Ia. East St. Louis, Mo.	Portsmouth, Va. Jackson, Miss. Mobile, Alabama Austin, Texas	Tacoma, Wash.
Between 10,000 and 50,000	Bangor, Maine Sanford, Maine Frederick, Md. Framingham, Mass. Hackensack, N. J. West Orange, N. J. Montclair, N. J. Norristown, Pa. Bennington, Vt. Barre City, Vt. Brattleboro, Vt.	Lima, Ohio Oshkosh, Wis. Janesville, Wis. Battle Creek, Mich. Jackson, Mich.	Rochester, Minn. Austin, Minn. Albert Lea, Minn.	Hattiesburg, Miss. Newport News, Va. Wilmington, N. C. Alexandria, Va. Clarksville, Tenn. Fayetteville, N. C. Stillwater, Okla.	Walla Walla, Wash. Butte, Mont. Bellingham, Wash. Eugene, Oregon

Below 10,000	Dover, Delaware Springfield, Vt.	Dayton, Ohio	Bemidji, Minn. Clayton, Mo.	Winchester, Ky. Lebanon, Tenn. Versailles, Ky. Tupelo, Miss. Franklin, Ky.	Renton, Wash. Corvallis, Ore. Lewistown, Mont.
Others		Antigo (Langlade County) Wis.		Wayne (McClain) Oklahoma Northampton Co., N. C.	

19 states reported 4 to 150 public schools receiving supervision from a teacher in a nearby high school.

18 states reported 3 to 700 public schools receiving supervisory or consultant service within the school.

2. Contact was then made with local supervisory personnel requesting that they co-operate in a study of in-service practices used.

OPERATION OF SUPERVISION PROGRAM

Number of years
(0), (1) 3, (2) 1, (3) 7, (4) 6, (5) 6, (6) 5, (7) 0, (8) 2, (9) 0, (10) 63
Continuous operation: 93
Interrupted operation: 9
90% of all of the public school systems have had a supervisory program in continuous operation from 3 to more than 10 years
61% have had such a program for 10 years or more
9% report interrupted operation

COMMON PROCEDURES USED BY CLASSROOM TEACHER TO ANALYZE SKILLS

	Number School Systems	Rank Order
None observed	5	
Demonstration by skilled child	83	1
Demonstration by teacher	83	1
Pictures	37	3
Demonstration by supervisor	5	4
Discussion	3	5
Motion pictures	2	6
Demonstration by group children	1	7
Records	1	7
Combination	1	7

The procedures used by the classroom teacher most frequently in the analysis of skill are demonstrations by the skilled child and demonstrations by the teacher each in 80% of the public school systems and the use of pictures in 36%. About 5% used no procedures in analysis of skill.

TYPES OF INFORMATION STRESSED REGULARLY BY CLASSROOM TEACHER

	Number School Systems	Rank Order
None stressed		
On rules	86	1
On safety	85	2
On body mechanics	58	3
On related health habits	58	3
Social attitudes	8	5
Skills	3	6
Leisure time	1	7

The types of information stressed regularly by the classroom teacher are rules in 83% of the systems, safety in 82%, body mechanics and related health habits each in 56%.

3. A questionnaire was sent to the local supervisors. Replies were received from 103 public school systems in 28 states; questionnaires were not received from the following states mentioned above: Arkansas, California, Connecticut, Nebraska, North Dakota, Utah.

FREQUENCY OF USE ON SELF-DIRECTION BY CHILDREN IN INSTRUCTIONAL PERIOD

	Number School Systems	Rank Order
Frequency in the unit[1]	59	1
Occasionally in the unit	36	2
Every lesson	15	3
Never	4	4

[1] The "unit" is the long-view plan, such as a "Resource Unit" from which teaching units and lesson plans are made.

Self-direction by the children is used most commonly in the unit, 57% of the systems reporting the use of it frequently in the unit, and 35% occasionally in the unit.

PROVISION MADE FOR HANDICAPPED CHILD

	Number School Systems	Rank Order
Yes	53	1
No	41	2
Nature of provision:		
Do what they can	28	1
Special corrective group	27	2
Modified activity	19	3
Do nothing	14	4

Provision for the handicapped child is made in 51% of all the school systems; in about half of these schools the children are either placed in a special corrective group or encouraged to do what they can. Of the 53 schools, 36% modify the activity for the handicapped child. Of all the school systems, 40% make no provision for the handicapped child.

TYPES OF PROCEDURE USED TO STIMULATE CHILD OF SUPERIOR ABILITY

	Number School Systems	Rank Order
None	4	
Leadership opportunity	93	1
Intramural competition	80	2
Inter-school competition	43	3
Special interest groups	7	4
Play days	1	5
Demonstrations	1	5
Certificates of achievement	1	5
Joy of doing well	1	5

The most common procedure for stimulating the child of superior ability is providing leadership opportunity in 90% of the school systems through intramural competition in 77% and inter-school in 41%. No stimulation was used in about 4% of the school systems.

RECURRING LEARNING PROBLEMS AND PROCEDURES TO MEET THEM

Learning Problems	Most Helpful Procedure	No. School Systems	Rank Order
Ways of introducing new skills	Demonstrations	50	1
	Films	11	2
	Description	5	3
	Lead-up games	5	3
	Relating new to old	2	5
	Whole-part-whole	2	5
	Relays	1	6
Practice of skills to meet standard	Drills	23	1
	Lead-up games	13	2
	Informal practice	9	3
	Squad	9	3
	Self-testing	5	5
	Review	3	6
Setting standards for each grade	Tests	11	1
	None set	9	2
	Set by course of study	8	3
	Set by teacher	8	3
	Set by supervisor	6	5
	Student appraisal	1	6

The top-ranking procedures used in recurring learning problems are the demonstration in introducing new skills in 48% of the systems, drills for the practice of skills to meet a standard in 22% of the systems, and setting standards by means of tests for each grade in 10% of the systems.

CHIEF LACKS IN PREPARATION OF CLASSROOM TEACHER TO HANDLE PHYSICAL EDUCATION

	No. School Systems	Rank Order
Repertoire of activities		
Dance and rhythm materials	84	1
Knowledge concerned with analysis of skill	82	2
Background on methods of teaching physical education	78	3
Repertoire of activities (*continued*)		
Stunts and self-testing materials	74	4
Team games	49	5
Low organized games	23	6
Skills	3	7
General lack preparation	3	7
Exercises	2	9
Organization	1	10
Rules	1	10
Progression	1	10
Body mechanics	1	10
Dramatic and creative work	1	10
Descriptive	1	10

The chief lacks in the preparation of the classroom teacher to handle physical education are: first, lack of repertoire of dance and rhythm materials found in 81% of the public school systems; second, lack of knowledge of analysis of skill found in 79%; and third, lack

of background on method of teaching physical education found in 75%. Other top-ranking lacks in repertoire of activities were those in stunts and self-testing materials in 71%, in team games in 47%, and low organized games in 22% of the public school systems.

USE BY CLASSROOM TEACHER OF INFORMATION ON MATURATION CHARACTERISTICS IN TEACHING PHYSICAL EDUCATION

	No. School Systems	Rank Order
None used	20	
In better understanding of children	70	1
In adapting experiences to various age levels	63	2

The classroom teacher made use of information on maturation characteristics in physical education by better understanding of the children in 68% of the public school systems and in adapting experiences to the various age levels in 61%.

PROCEDURES FOUND TO BE EFFECTIVE IN ASSISTING TEACHER WITH COMMON PROBLEMS OF METHOD

	No. School Systems	Rank Order
Formulation of goals of instruction in physical education		
Literature: bulletins, units, lesson plans	32	1
Group conferences and workshops	27	2
Others	15	3
Curriculum construction	7	4
Individual conferences	6	5
Methods of organizing class in space		
Demonstrations	36	1
Squads and squad leaders	23	2
Others	20	3
Conference	7	4
Staggered schedule	3	5
Analysis of skill		
Demonstration	36	1
Discussion	9	2
Others	8	3
Pointing out errors	5	4
Films and pictures	5	4
Bulletins	3	6
Stimulation of interest in activity to be learned		
Demonstrations, exhibitions and other publicity	21	1
Others	20	2
Competition	12	3
Evaluation	9	4
Workshops and clinics	9	4
Motion pictures	5	6
Correlation	5	6
Discussion	6	8

The over-all procedures found to be effective in assisting the teacher with common problems were the demonstration in the use of both analysis of skill and methods of organizing a class in space, each procedure found in 34% of the public school systems, and again the use of the demonstration in stimulation of interest in the activity to be learned in 20%; the use of literature (e.g. bulletins, units, lesson plans) was a top-ranking procedure in the formulation of goals of instruction in physical education in 31% of the public school systems; the use of squads and squad leaders used for the problem of organizing the class in space in 22% of the public school systems, and the use of group conferences and workshops in 25%.

PROCEDURES ADVOCATED IN GROUPING CHILDREN

	No. School Systems	Rank Order
None being advocated	2	
By grade	64	1
Flexible grouping	38	2
By sex	20	3
By age-height-weight	16	4
By tests	7	5
By competition	5	6

The most frequently mentioned procedures advocated in grouping children are by grade in 62% of the public school systems, on a flexible basis in 37%, by sex in 19%, and by age-height-weight in 15%.

TYPES OF PLANNING USUALLY DONE BY CLASSROOM TEACHER

	No. School Systems	Rank Order
Unit plans		
No use made of unit plans	8	
Free supplementation to those sent	56	1
Plans creatively devised by teacher	44	2
Careful adherence to those sent by local supervisor	31	3
Careful adherence to those sent by state office	6	4
Some adherence to plans	6	4
Course of study	2	6
Student projects	2	6
Lesson plans		
No use made of lesson plans	4	
Free supplementation to those sent	52	1
Plans creatively devised by teacher	47	2
Careful adherence to those sent by local supervisor	28	3
Teacher-pupil planning	4	4
Careful adherence to those sent by state office	3	5

In the unit planning usually done by the classroom teacher, the greatest frequencies were found in the following: free supplementation to plans sent found in 55% of the public school systems, creatively devised plans by the teacher in 42%, and careful adherence to unit plans sent by the local supervisor in 30%. The frequencies in lesson planning are very similar, that is, free supplementation to those sent found in 50% of the public school systems, lesson plans creatively devised by the teacher in 44% and careful adherence to those sent by the local supervisor in 27%.

TYPES OF STIMULATION GIVEN TO TEACHERS TO RELATE PHYSICAL EDUCATION TO OTHER SUBJECTS

	No. School Systems	Rank Order
None given	2	
To social studies		
Dances and games	37	1
General	33	2
Citizenship	8	3
Leisure unit	2	4
To music		
Co-ordination of dances and rhythms	70	1
Programs	6	2
Marching	2	3
Others		
Health ed. (nutrition, safety, body mech.)	8	1
Art (models, posters)	7	2
Arithmetic (scoring, storekeeper, tournament)	6	3
Reading	1	4
Nature study	1	4

The types of stimulation given to teachers to relate physical education to other subjects were most frequently given in the area of music through co-ordination of dances and rhythms in 68% of the public school systems and next in the area of social studies in relation to dances and games in 36%.

TYPES OF EVALUATION CARRIED ON BY CLASSROOM TEACHER

	No. School Systems	Rank Order
No evaluation used	16	
Regular informal subjective evaluation	56	1
Health examination	47	2
Informal tests	45	3
Standardized tests	11	4
Others	9	5

The types of evaluation chiefly used by the classroom teacher are in order of frequency: regular informal subjective evaluation in 54% of the public school systems, health examinations in 45%, and through informal tests in 43%.

TYPES OF SOURCE MATERIALS AVAILABLE TO CLASSROOM TEACHERS IN SCHOOL, CIRCULATING LIBRARY, OR SCHOOL LIBRARY, MATERIA CENTER, MIMEO. MATERIAL, P.E. DEPT., BOARD OF EDUCATION LIBRARY

	No. School Systems	Rank Order
Bulletins	119	1
Books: game	91	2
dance	84	3
stunt and self-testing	79	4
Periodicals	47	5
Records	23	6
Films	6	7
Professional	3	8
Books: health	3	8
Demonstrations	1	10

Source materials were found to be available to the classroom teachers through the school library, materia centers, board of education library, and the physical education department.

Among the types of source materials, bulletins are used freely by the various public school systems, some using several kinds; the other most commonly used source materials are books on games in 88% of the public school systems, books on dance in 81%, books on stunts and self-testing activities in 76%, periodicals in 45%, and records in 22%.

GENERAL IN-SERVICE PROCEDURES USED

	No. School Systems	Rank Order
Visitations: total	75	1
Supervisor scheduled	51	
Supervisor non-scheduled	20	
Teacher inter-visitation	8	
Demonstrations: total	71	2
Special demonstration for needs	13	
In conjunction with conventions	11	
Small groups	9	
General stimulation of interest	6	
School programs	4	
Spring demonstrations	3	
First week of school	2	
Bulletins: total	68	3
Special bulletins	19	
Syllabus	8	
Unit	8	
Lesson plans	4	
Group conferences: total	58	4
For sharing ideas	24	
For building problems	8	
For new teachers	8	
For individual problems in teaching	4	
For setting up new units	4	
For year's goals	2	
Individual conferences: total	52	5
Purpose: individual teaching problems	12	
Purpose: orienting new teachers	8	
Purpose: exchange of ideas	7	
Frequency: as needed	15	
Frequency: after each observation	7	
Workshop or short course: total	45	6
New activities	10	
Workshops at start of year	6	
Extension courses	4	
Weekly	3	
Clinics	2	
County or district	2	
Local	2	
Monthly	2	
State	1	

Of the in-service procedures, the order of frequency of the general areas is: visitation in 72% of the school systems with the scheduled visit of the supervisor in two-thirds of the schools having visitation, demonstrations in 69%, bulletins in 66%, group conferences in 56% with general sharing of ideas as the purpose in almost half of the schools using the group conference, individual conferences in 50%, and the workshop or short course in 43%.

TOTAL MINUTES INSTRUCTION PER WEEK

Minutes	No. School Systems	Rank Order
150	42	1
100	17	2
Below 100	15	3
125	10	4
200	5	5
175	2	6
250	2	6
275	2	6
225	1	9
350	1	9
325	—	—
300	—	—

The range of minutes per week for instruction in physical education is from 350 to less than 100 minutes. The highest frequencies are as follows: 40% of the school systems have 150 minutes per week, 16% have 100 minutes, and 14% have less than 100 minutes.

SUFFICIENCY OF HAND EQUIPMENT

	Yes	No
For continuity throughout period	91	11
For interesting variety of activity throughout year	87	14

Hand equipment is apparently sufficient in the large majority of the cases, in 88% of the schools sufficient for continuity throughout the period and in 84% for interesting variety of activity throughout the year.

PERSON CARRYING MAJOR RESPONSIBILITY FOR TEACHING PHYSICAL EDUCATION

Classroom teacher	57
Special physical education teacher	30

The person who carries the major responsibility for teaching physical education is the classroom teacher in 55% of the school systems and the special physical education teacher in 29%.

RECURRING ADMINISTRATIVE PROBLEMS

	No. School Systems	Rank Order
Lack of space and facilities	18	1
Developing a progressive viewpoint and interest	12	2
Time	9	3
Other	9	3
Acceptance by administrators	8	5
Lack of understanding by parents and pupils	8	5
Orienting new teachers	6	7
Finance	5	8
Teacher load	3	9
Pressure for interschool competition	3	9
Relationship to other departments	1	11
Health examination	1	11

SPECIFIC PROCEDURES USED TO IMPROVE ABOVE CONDITIONS

	No. School Systems	Rank Order
Teacher workshops and clinics	20	1
Conference	20	1
Others	18	3
Administrative conf., school board, med. soc.	13	4
Reorganization—school schedule	11	5
Planned publicity program	10	6
Careful financing	6	7
Parents, P.T.A., community council	6	7
Pupil planning	5	9
Yearly reports	3	10
Research	1	11

The conference and teacher workshops and clinics topped the list of procedures used to meet the recurring administrative problems, each being used in 19% of the public school systems; other frequently used procedures presented were reorganization of the school schedule and a planned publicity program.

Conclusions

The above data undoubtedly reflect the better practices now being used at the elementary school level in public school systems selected by the state departments as having an adequate supervisory service.

The fact that 90% of the school systems have had supervisory programs in continuous operation from three to more than ten years is doubtless one conditioning factor. Other favorable factors are: the fact that over half of the public school systems have an average of 30 minutes or more per day of instruction in physical education, that sufficient hand equipment is available in four-fifths of the school systems, and that the elementary school administrator shows understanding of the purposes of physical education in almost four-fifths of the school systems.

This study, like earlier ones, shows that the classroom teacher carries the major responsibility in the teaching of physical education; 55% of the selected school systems made this report. Furthermore, although there is evidence that the elementary classroom teacher in more than half of these public school systems is making use of some procedures in the analysis of skill, is stressing some types of information in relation to physical education activities, considers self-direction by children, makes provision for both the child who is handicapped and the child of superior ability, and freely supplements both unit and lesson plans sent to her; nevertheless, she has the following very definite lacks in her preparation: lack of repertoire of dance and rhythm materials in 81% of the school systems, lack of knowledge of analysis of skill in 79%, lack of background on method of teaching physical education in 75%.

However, in school systems that are average and above in supervisory service in physical education, handicapping factors are obviously inadequate preparation of the classroom teacher, and there is definite evidence of lack of space and facilities, interest, and time in an appreciable percentage of the school systems.

The Emotional Reactions of College Athletes

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AND

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THIS RESEARCH was preceded by exploratory efforts by the first writer in 1929 at Evansville College and by the second writer in 1947 at the University of Denver (15). The two years (1948–1947) of investigation involved in the present research at Boston University required a type of co-operation on the part of coaches which was a tribute to their open-mindedness and demonstrated their recognition of the need for improved coaching through the aid of systematic research.

Psychologists have traditionally found the study of emotion an exasperating, though fascinating, subject. As a rule, experimental research upon emotion has been carried out in college laboratories where the circumstances ordinarily cannot simulate normal life conditions. The present research was carried out "on the firing line" of high pressure college football competition.

Statement of the Problem

To explore the emotional aspects of athletic sports contests, to the end that this competitive phase of modern school life may be more fully understood as an educational experience.

It was hoped that some light might be thrown upon:

(a) Certain physiological concomitants of emotion in a series of genuine emotionally charged situations.

(b) The extent to which men are emotionally disturbed in relation to the anticipated importance of contests.

(c) Laying a further basis for comparing the emotional "charge" characteristically associated with various athletic sports contests.

(d) The implications of emotional upset for various aspects of the athletic conditioning program.

(e) Which physiological indicator of the test battery would, when used alone, best represent the battery.

Research tools

Four tests of emotional reactivity were selected for this study: pulse rate, systolic blood pressure, diastolic blood pressure and galvanic skin response

(G.S.R.). All four indices have been used by earlier investigators of human emotion and a limited validity has been established for each (2, 3, 4, 7, 9, 13, & 15).

A special G.S.R. apparatus no larger than a camera was designed and constructed for this research (22). The one-quarter inch electrodes were embedded one inch apart at one end of a plastic bar, the dimensions of which were 12 inches by 2 inches by ½ inch. Subjects being tested merely supported the bar by placing the electrodes on two fingers of one hand (palm up) and elevating the bar to approximately 30 degrees. This technique insured a constant pressure on the finger surfaces (17, 22, 20). The subjects always used the same two fingers (index and middle fingers of right hand) when tested. Approximately 5 seconds were required for the administration of the G.S.R.

A reliability study of the four indices employed in this study and of the investigator was conducted with 48 college seniors. The battery was administered to the subjects once and then readministered to them approximately five minutes later. The resulting correlation coefficients were above .94 in each instance. Significance ratios indicated that the observed differences in means from Test 1 to Test 2 could not be accepted as true differences.

The research tools were employed in a second preliminary study involving nineteen varsity track men as subjects. Records were kept on these men throughout the 1949 spring season. Important administrative details were worked out in relation to establishing "normal" levels of reactivity for individuals and devising means of testing just prior to scheduled meets. In addition to providing interesting information on the reactions of track men, this study established the research pattern which was to be employed in the major project. Table 1 shows the mean reactions of the track subjects for the season.

TABLE 1

Mean Emotional Reactivity of the Track Team As Reflected by Physiological Indicators

Test	Normal M_1	Pre-Contest M_2	M_1-M_2	Level of Confidence
G.S.R.	7.1 (microamps)	8.8	1.7	less than 1%
Systolic B.P.	117. (mm hg)	127.7	10.7	less than 1%
Diastolic B.P.	81.7 (mm hg)	82.5	.8	1.6%
Pulse rate	69.6 (per min.)	79	9.4	less than 1%

Research Procedure

The major project was the testing of the Boston University football team just prior to each of its games of the 1949 season. (The investigator was unable to accompany the team for one game of the season.)

1. *Subjects.* 42 football players served as subjects throughout the season. It should be noted that most of the team members were World War II veterans and were somewhat older and more experienced competitors (average age 22 years and average experience 7 years) than the usual college athlete. It is consequently entirely possible that in terms of emotional reactivity these subjects did not constitute a representative group of college athletes.

2. *"Normal" Reactions* (Category 1). A "normal" G.S.R., pulse rate and blood pressure were established for each subject. This value was the median of five measures taken with each instrument under the following conditions:

(a) The subjects had not exercised vigorously either on the day tested or on the day before that.

(b) The subjects had not eaten within two hours of being tested.

(c) A scheduled game was not to be held for at least two days.

(d) The subjects were under no known emotional stress at the time of testing. It seemed reasonable that in spite of extraneous emotion factors, an average of these five sets could be taken as approximating the true normal of each subject.

This "normal" value on each instrument was the criterion for all subsequent changes in reactivity prior to games.

3. *Pre-game Reactions* (Category 2).

(a) The subjects were tested in the dressing rooms while they made preparations for play. Test period: about 20 minutes. Testing was completed approximately 25 minutes before game time. Three carefully trained graduate students assisted in the obtaining of the pulse rates and blood pressures.

(b) Each subject sat quietly for one minute before being tested. This limited rest period was necessitated by the circumstances of the pre-game testing.

(c) Prior to being tested, the subjects: (1) had not exercised vigorously (had, indeed, been resting in nearby quarters); (2) had not eaten within two hours; (3) were under no known emotional stress due to causes other than the game situation; (4) had not as yet been subjected to any form of "pep talk."

Major Findings

1. Figure I shows the relative excitation of the team for each game as compared with the established "normal," in terms of galvanic skin response. Graphic representation of systolic blood pressure was found to be quite similar in form to the G.S.R. Pulse rate, too, followed a similar, though not as variable a pattern.

Of interest in Figure I is the fact that it seems to bear a suggestive relationship to the following circumstances. The Boston University team began the season with aspirations of becoming one of the country's top teams. Early in the season the football coaching staff ranked each coming game in terms of its probable "importance" to Boston University's progress. The coaches ranked the games independently as follows: 1, 2, 6, 5, 7, 4, 3. After the third game (number 2 on the chart) there were three games with teams which, as the season developed, were known to be comparatively weak. Game 6, on the other hand, was a bowl game test which, after a considerable build-up, was lost by Boston by one point. The seventh game was plainly anticlimactic; many players considered the season over and took little interest in this contest. The result was a surprise loss for Boston University. The extremely low mean G.S.R. for this seventh contest suggested before game time that the team was extraordinarily "down" for the game.

2. Part of the statistical findings of this research are summarized in Table 2. Raw scores were converted into standard scores for purposes of drawing com-

TABLE 2

Correlation and Significance Ratios: "Normal" vs. "Emotional" or "Pre-contest"

	Normal	Games							Avg. correlation of games*	Approx. level of confidence
		1	2	3	4	5	6	7		
Galvanic Skin Response										
Mean =	6.3	9.8	9.48	8.8	8.1	7.1	9.1	5.13		
Standard Deviation =	2.43	3.2	3.35	3.6	3.3	3.3	3.64	3.17		
Standard Error =	.37	.53	.53	.56	.53	.52	.58	.50		
Correlation		.71	.54	.66	.50	.61	.62	.44	.57	less than 1%
Significance Ratio		9.45	6.9	12.5	3.83	6.1	6.1	8.2		
Systolic Blood Pressure										
Mean =	123.3	141	141.3	134.3	134	129	136.5	129		
Standard Deviation =	6.3	6.96	10.3	8.5	13.1	9.8	6.7	8.4		
Standard Error =	.99	2.1	2.15	1.4	2.1	1.74	1.1	1.45		
Correlation		.5	.29	.29	.2	.43	.2	.21	.30	less than 1%
Significance Ratio		8.57	7.2	6.0	4.2	2.9	7.3	2.65		
Diastolic Blood Pressure										
Mean =	76.4	85.34	78	76.9	76	76.4	77.7	79.6		
Standard Deviation =	4.4	4.12	9.4	6.62	10.56	6.12	6.5	4.98		
Standard Error =	.68	1.25	1.9	1.1	1.76	1.1	1.05	.87		
Correlation		.04	.05	.13	.37	.32	.33	.24	.10	more than 5%
Significance Ratio		6.0	.85	.48	.21	1.8	1.21	2.3		
Heart Rate										
Mean =	66.4	83.0	72.5	72	76	75.7	84	80		
Standard Deviation =	7.3	11.97	8.9	8.55	10.56	10.5	9.78	13.35		
Standard Error =	1.14	2.1	1.65	1.38	1.71	1.8	1.56	2.15		
Correlation		.29	.54	.35	.29	.47	.23	.33	.38	less than 1%
Significance Ratio		6.1	5.3	3.86	3.2	5.2	10.3	6.4		

* Procedure followed in averaging correlations: reference 19, p. 303.

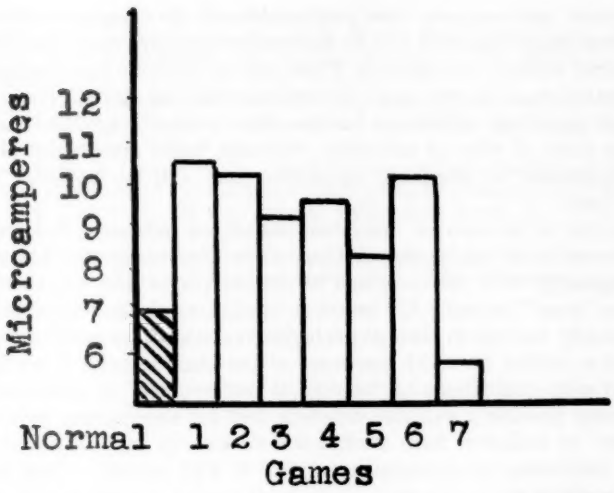

Fig. I. Mean Reactivity of the Team Under "Normal" Conditions (Not Excited or Emotionally Upset) and from Game to Game, As Measured by Galvanic Skin Response. (Games 1, 2, 6 & 5 (in that order) were rated "most important" by the coaches before the season. Before game 7, the team was plainly apathetic; quality of play was low.)

parisons between instruments. Group and individual analyses were made both statistically and graphically so as to deal with the problems suggested.

Summary and Conclusions

The pre-contest emotional reactions of the Boston University track and football teams were measured throughout the respective 1949 seasons by means of four physiological indicators: galvanic skin response, systolic blood pressure, diastolic blood pressure, and pulse rate. A team "normal" or "non-emotional" value was derived to serve as the basis for determining extent of emotional upset before each contest. Before the football season began, the coaching staff estimated the probable importance of each scheduled game; this estimate was eventually compared with the extent of excitation measured before the various games.

1. Emotional disturbance just preceding contests is evidently of sufficient intensity to be measured via three of the four physiological indicators selected: G.S.R., pulse rate and systolic blood pressure.

2. The battery could distinguish category 1 ("normal") from category 2 (pre-contest).

3. A close relationship was found to exist between the coaches' preseason estimate of the importance of the games and the measured team reactions. In light of this relationship, the hypothesis is suggested that emotional reactivity goes with "upness" for football competition. In this research, the team was measurably "up" or "down" before every contest.

4. Galvanic skin response closely approximated the composite criterion and was the best single indicator. G.S.R. had the further advantage that it could be administered within a few seconds. Pulse rate and systolic blood pressure were approximately equal in relation to the criterion while the diastolic blood pressure showed no significant differences between the "normal" and the "disturbed." From the point of view of simplicity, however, pulse rate, which is demonstrably responsive to emotional excitation, may well be the most practical coaching tool.

5. Analysis of the data on individual performers indicated that team reactions reflected most nearly the reactions of the individuals who played in the games regularly. With the exception of the one player who was rated by the coaches as "great" (actually All-American candidate), the individual performers were markedly variable in their physiological reactions from game to game.

6. Future studies in which measures of pre-game emotional reactions are correlated with evaluations of "quality of performance" in subsequent competition may provide a valuable coaching tool for ascertaining psychological "readiness" to compete. Such studies will necessarily take into account the probable differences in emotional reactivity of high school, college, and professional performers.

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Learning to Juggle: II. A Study of Whole and Part Methods

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PROBABLY FEW people will dispute the important role practice has in the learning of a motor skill. In a previous investigation,[1] the present authors have enumerated several of the variables which contribute to the effectiveness of practice sessions. For that experiment two of these variables—the length of practice and the duration of rest—were selected and an investigation was made on the effect of changing the ratio between the two as the subjects learned to juggle. The present study is directed at another of the practice variables, specifically, practice method. Should the learner always perform the entire skill? Should he attempt to break the performance up into parts and practice these? Should he adopt some combination of the two?

Although there are numerous reports of data collected on the whole-versus-part problem, few relate to the learning of motor skills. Grace McGeoch summarized the experimental data as it existed in 1931. She found nine experiments on learning acts of skill, and noted that "... roughly comparable procedure and practice conditions on different motor problems have given contradictory results."[2] Her conclusion was that "... there is no inherently superior method."[3] Others have endorsed the combination approach as the most useful solution to the problem. For example, Woodworth states that "... in a practical situation it is probably best to start with the whole method while feeling free to concentrate at any time on a part where something special is to be learned."[4] John McGeoch also stresses the same point by writing "... a subject may use whichever method he has practiced and prefers without fear that he is employing an extremely inefficient one. Practically, one might well follow Woodworth's suggestion and employ the whole method with special attention to and repetition of difficult or important parts as one goes along, thus combining the

[1] Clyde G. Knapp and W. Robert Dixon, Learning to Juggle: I. A Study to Determine the, Effect of Two Different Distributions of Practice on Learning Effciency, *Research Quarterly*, 21: 331–36 (Oct. 1950).

[2] Grace O. McGeoch, "Whole-Part Problem," *Psychological Bulletin*, XXVIII (Dec. 1931) p. 732.

[3] Grace O. McGeoch, *ibid.*, p. 738.

[4] Robert S. Woodworth. *Experimental Psychology*. New York: Henry Holt and Company. 1938. p. 223.

whole method with a form of the part method."[5] The present report describes two tests of the hypothesis that the combination of methods induces the most efficient learning.

Procedure

Selection of Subjects. The subjects in the experiment were University of Illinois male Seniors majoring or minoring in physical education. All potential subjects who made five consecutive catches in three pre-test performances were eliminated from the experiment.

Matched pairs of subjects were established on the basis of athletic experience. In addition each subject was asked to rank the other subjects as to probable rate of learning to juggle. Since these men had observed each other in several "activity courses," they had valid judgments as to which men had the most ability in learning a new motor skill. On the basis of these data, two groups of matched pairs were created, 17 pairs in one group, and 12 pairs in a second group.

Practice Preparations and Instruction. Both groups were given the task of learning to juggle three paddle tennis balls using daily practice lessons of five minutes duration. In both Group I and Group II the pairs were split to form two sections within each group. All subjects had "learned to juggle" when they succeeded in making 100 consecutive catches. One section in Group I used only the whole method of practice. The instructions given to this section are reported in the previous experiment.[6] The second section of Group I was required to follow a fairly rigid procedure involving practice with none, one, two, or three balls as prescribed. The following outline shows how the practice sessions were utilized by this section:

A. First Practice
   1. One and one-half minutes
      Without use of a ball, practice hand and arm movements to achieve proper motions and rhythm.
   2. One and one-half minutes
      Practice tossing and catching one ball to achieve proper tosses and catches
   3. Two minutes
      With two balls, practice tossing and catching to achieve ability to (a) toss one ball and immediately catch another, (b) use of eyes to view two moving balls, and (c) establish "hand-eye" coordination necessary in tossing and catching more than one ball.

B. Second Practice
   Repeat the schedule of the first day of practice.

C. Third Practice
   1. One minute without use of a ball.
   2. One minute with one ball.
   3. Three minutes with two balls.

D. Fourth Practice
   1. One minute with one ball.
   2. Two minutes with two balls.
   3. Two minutes with three balls.

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[5] John A. McGeoch. *The Psychology of Human Learning.* New York: Longmans, Green, and Company. 1945. p. 196.

[6] Clyde G. Knapp and W. Robert Dixon. *Op. cit.*, p. 333.

E. Fifth through Tenth Practices
   1. For three minutes of each practice session each learner may divide practice time as he wishes between:
      (a) Arm movements without use of a ball.
      (b) Tossing and catching one ball.
      (c) Tossing and catching two balls.
   2. For two minutes each learner may practice as he wishes—no ball, one ball, two balls, or three balls

F. Eleventh and Subsequent Practices
   Each learner may practice with no ball, one ball, two balls, or three balls as he wishes *except* that not more than one-half of the practice time in any one session may be devoted to practice with three balls.

One section of Group II likewise was required to use only the whole method. The subjects in the second section of Group II were permitted to freely choose their practice method. These subjects could elect to practice with all three balls or any part thereof for as long as desired within the five-minute practice session.

Results

Table 1 shows the performances of the two sections in Group I. It may be noted that the "whole" section "learned to juggle" in the average time of 64.06 minutes with a range of 27 minutes to 95 minutes. The rigid part-whole section "learned to juggle," on the average, in 77.00 minutes, ranging from 44 to 121 minutes. The Student-Fisher t test was used to compute the significance of the difference between the means. A t value of 1.97 was obtained which is significant at the 10 per cent level of confidence.

Table 2 presents the comparison of the average time required to learn to juggle by the two sections of Group II. The "whole" section of Group II completed their task in the average time of 71.25 minutes, ranging from 23 minutes to 132 minutes. The free choice part-whole section averaged 92.66 minutes in

TABLE 1

Comparison of the Whole Method Section and the Rigid Part-Whole Section in Terms of the Mean Number of Minutes Required to Learn to Make 100 Catches in Juggling Three Balls

Group I	N	Mean	σ	Diff	σ Diff	t	P
Whole	17	64.06	17.24	12.94	6.26	1.97	<10
Part-Whole (Rigid)	17	77.00	18.17				

TABLE 2

Comparison of the Whole Method Section and the Free Choice Part-Whole Section in Terms of the Mean Number of Minutes Required to Learn to Make 100 Catches in Juggling Three Balls

Group II	N	Mean	σ	Diff	σ Diff	t	P
Whole	12	71.25	36.50	21.41	19.60	1.21	<30
Part-whole (free choice)	12	92.66	53.04				

reaching the criterion of 100 consecutive catches. The range of times for this section was from 40 minutes to 180 minutes. Again the Student-Fisher t test was applied, and a t value of 1.21 was derived. This is significant at the 30 per cent level of confidence.

Discussion of Results. We have come to expect wide individual differences among subjects learning any skill. The current groups supplied numerous examples of this situation. One subject learned to juggle almost eight times as fast as another subject. The findings in this respect are in agreement with the previous study of juggling made by the present authors.

It is apparent that the t values obtained in the study do not meet the rigid requirements of the null hypothesis at the 5 per cent level. However, the trend favors the "whole" approach as compared with either of the "part" methods employed. If the N of the study were to be increased, our prediction would be that the "whole" approach to the task would prove to be significantly better.

The above prediction stems from our observations in this study as well as our previous experiences in sensory-motor learning. It may be noted that the "whole" method as employed in juggling forces the learner to perform constantly at speed. He cannot sacrifice speed for accuracy but has to maintain the speed inherent in the performance. On the other hand, no observable benefits accrued to those subjects who practiced passing one or two balls at a time, thereby slowing the movement and increasing accuracy during that portion of the practice session. It seems clear that in many motor skills the attempt to improve performance by slowing down movement while building up accuracy is actually placing the learner in a qualitatively different situation. The slower movement is not building up the kinesthetic sensitivity necessary for good performance in motor skills. Evidently, there is little of transferable value in the slow performance when the subject is called upon to operate at speed.

Summary and Conclusions

Two groups of matched pairs were formed to test the hypothesis that a combination of whole and part methods induces the most efficient learning. Male college Seniors in physical education served as subjects. The men were matched on the basis of previous athletic experience and the opinions of the subjects. One section of Group I practiced juggling three paddle tennis balls five minutes daily using only the whole method. The other section of Group I practiced the same task but was forced to follow a fairly rigid part-whole practice procedure. In Group II, one section used exclusively the whole method while the second section followed a free choice part-whole method.

Within the limits of the evidence, the following conclusions seem warranted: (1) subjects using the whole method tended to attain the criterion most rapidly; (2) the hypothesis that a combination of whole and part methods secures the more efficient learning was contraindicated; (3) the initial accuracy attained by the subjects using the part-whole method did not have transfer value.

A Critique on the Use of Height-Weight Factors in the Performance Classification of College Men

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FOR MANY YEARS one of the most persistent efforts of physical educators has been that of attempting to equalize physical performance differences among individuals through the factors of age, height, and weight.

That more efficient teaching is possible with homogeneous groups is a principle generally accepted in all phases of education. In the gymnasium, in the pool, and on the athletic field such a concept is no less sound than in the classroom. Equating physical differences in terms of size and maturity, however, presents numerous problems, and although physical educators have been experimenting with the factors of age, height, and weight in this regard since previous to the first World War, the result has been mainly a widespread dissatisfaction with the practical aspects of the effort. Theoretically, currently used classification schemes are effectual for college men; actually they fail in their purpose so frequently that many people in the field are convinced that except for obvious extremes, age-height-weight schemes classify little better than will chance alone.

As long ago as 1914, Richards presented the first published report of a classification method based on age, height, and weight.[1] This basic idea has been developed and refined by many students, and has been widely used in one form or another to the present day. Most of these schemes have been proposed for use with elementary or high school students because of the fact that it is with these age groups that the variables under consideration are the most potent in influencing physical performance. The classification of older men through the use of these factors, however, has not been neglected. Such grouping in terms of height and weight has been the subject of extended studies by both McCloy[2] and Cozens,[3] and the results of their efforts have been used extensively in equating men for physical education activities.

Statement of the Problem

In spite of the wide-spread use made of these particular classification indexes during the period of about two decades since their presentation, the question

[1] John S. Richards, Physical Education Efficiency Tests for Grade Schools, *American Physical Education Review*, XIX (Dec. 1914), 637–46.

[2] Charles H. McCloy, *Measurement of Athletic Power*. New York: A. S. Barnes and Company, 1932. Pp. vii + 178.

[3] Frederick W. Cozens, *Achievement Scales in Physical Education for College Men*. Philadelphia: Lea and Febiger, 1936. Pp. 118.

of whether they adequately reduce the variability of performance of college men in physical activities has never been determined to the satisfaction of all.

Obviously, these indexes group men in terms of size. Are individuals thus classified also grouped in terms of actual performance? If, as some believe, the variability of performance between two groups is not reduced significantly through the factors of height and weight, the continued use of these elements in classification plans is, of course, a questionable procedure.

The purpose of this paper is to present data concerning the reduction of variability of performance of college men achieved by means of a height-weight classification in an actual physical education situation.

Procedure

During the recent war years various performance tests were given at the University of Michigan in connection with the required physical training program.[4] From some 6,000 pretest (i.e., previous to any conditioning or training) records collected during the academic year 1942–43, 1,559 were selected at random as meeting satisfactory criteria of completeness and legibility, and were grouped in the nine divisions of the Cozens Classification. Each of these records included data on seven test items: pull-ups, push-ups, right grip, vertical jump, quarter-mile run, 60-yard dash, and standing broad jump.

The first step in the analysis of the extent to which the men in this program were classified as to performance was to determine the mean standard score of each classification group for each test.[5] The scores thus secured were then tabulated to compare the ranks of each classification in each test item (see Table 1).

This tabulation indicates that the rank order for each grouping varies with different test item. In other words, if an individual is classified according to performance in a particular event, it does not necessarily follow that he is classified in the same order in performance of a different type. It is significant, in this connection, that of the nine classifications each had at least one ranking of four or better (five groups had a ranking of one), and each had at least one ranking of six or lower (four groups achieved the bottom rank of nine). Each of the five classes that had a rank of one in some event also had at least one item-rank of eight or nine!

Thus, for the particular battery used in this testing program, the height-weight classification proved of little value as a predictor of all-around achievement.

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[4] For a thorough consideration of this testing program see: Byron O. Hughes, "Test Results of the University of Michigan Physical Conditioning Program, June 15–September 26 1942," *Research Quarterly*, XIII (December, 1942), 498–511.

[5] The population standard deviation (σ_p) for each test item was determined as follows:

$$\sigma_p = \frac{(N_1\sigma_1 + N_2\sigma_2 \cdots + N_9\sigma_9)}{(N_1 + N_2 \cdots + N_9)}$$

The reciprocal of this provided a value for one unit of the item in question, and the reciprocal multiplied by the mean of each sub-group gave the mean standard score, i.e.,

$$M \text{ st. sc.} = \frac{1}{\sigma_p} M.$$

TABLE 1

Mean Standard Score Rank of each Classification Group in the Seven Events of the Test Battery

Classification	Pull-up	Push-up	Right Grip	Vertical Jump	Quarter-mile Run	60-yard Dash	Standing Broad Jump
Short-slender	4	5	9	6	8	9	9
Short medium	1	2	8	7	7	2	8
Short-heavy	5	1	4	9	9	7	6
Medium-slender	3	4	7	8	4	3.5	7
Medium-medium	2	3	5	2	5	6	3
Medium-heavy	8	6	2	3	1	1	4
Tall-slender	7	9	6	5	3	3.5	5
Tall-medium	6	8	3	1	2	5	1
Tall-heavy	9	7	1	4	6	8	2

Further analysis was made of the same data in order to determine whether this grouping device was a useful tool in providing significant homogeneity among college men in any one specific skill. Despite the conclusion that Cozens' scheme was of little value in predicting general performance ability with the Michigan battery, an equalizing technique might have a place in the physical education program even though adaptable to only one activity.

This problem was approached from several directions. First, in order to ascertain the actual overlap of performance between the groups in an event, graphs were constructed for each of the seven test items, indicating the range of each classification, the mean of each classification, the population mean, and the range of the middle four population standard deviations. These graphs provided a visual indication of the range of scores shared in common by the nine sub-groups in each test.

The deviation of the classification means from each other is also indicated in the graphs. These variances, however, cannot be interpreted readily from the graphs alone due to a lack of reference. Therefore, in order to determine the actual reduction in variation resulting from the equating scheme used, the deviation of each class mean from the population mean for a particular test item was determined in performance units. These variations were then recorded in terms of population standard deviation units which, in turn, provided information necessary for finding the percentage parts of the total area between the class means and the population mean. The difference between any two adjacent performance classes was then apparent as a percentage figure which indicated reduction in variation among the groups of the population tested.

Pull-ups (see Figure I and Table 2). Of the nine classification groups, only two had means deviating as much as one performance unit from the population mean, and each of these varied less than two units. The middle four population standard deviations were shared in common by all classes. Variability was actually reduced less than 5 percent by all adjacent classes except in two cases.

There was some indication that height-weight factors may be combined satisfactorily in classifying for this event. The three tall, and two of the heavy desig-

TABLE 2

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the Pull-up Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Tall-heavy	6.50	1.69	.50	19.15			
Medium-heavy	7.52	.67	.20	7.93	11.22	1.02	.37
Medium-heavy	7.52	.67	.20	7.93			
Tall-slender	7.75	.44	.13	5.17	2.76	.23	.36
Tall-slender	7.75	.44	.13	5.17			
Tall-medium	8.12	.07	.02	.80	4.37	.37	.32
Tall-medium	8.12	.07	.02	.80			
Short-heavy	8.59	.40	.12	4.78	5.58	.47	.33
Short-heavy	8.59	.40	.12	4.78			
Short-slender	8.72	.53	.16	6.36	1.58	.13	.62
Short-slender	8.72	.53	.16	6.36			
Medium-slender	8.86	.67	.20	7.93	1.57	.14	.62
Medium-slender	8.86	.67	.20	7.93			
Medium-medium	9.11	.92	.27	10.64	2.71	.25	.35
Medium-medium	9.11	.92	.27	10.64			
Short-medium	9.48	1.29	.38	14.80	4.16	.37	.39

nations were in the groups with the lowest four means, while two of the short and two of the slender classifications were included in the group with the four highest means.

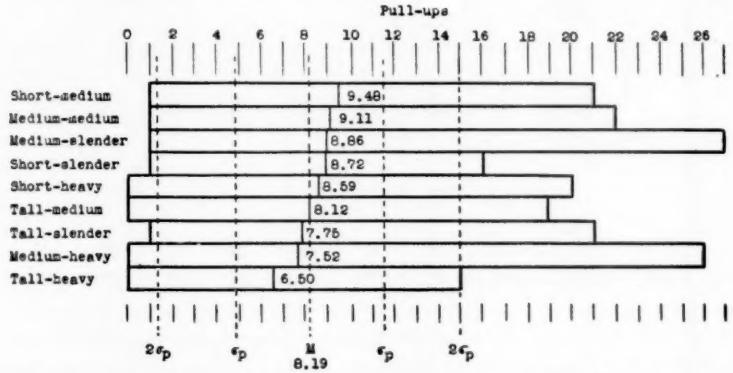

Fig. I.—Range, Means, and Performance Rank of Classification Groups in Pull-up Test.

Push-ups (see Figure II and Table 3). In a population performance range of 55 units, four classes had means which varied .3 of a unit, or less, from the population mean. The other five groups were in two closely centered categories, one of which consisted of three classifications with .79 of a unit separating the means, and the other composed of two classes whose means differed by .01 of a unit. The means of only two groups deviated from an adjacent class by more than 3.44 percent. One of these was a substantial 17.86 percent difference, and the other varied 7.11 percent.

Height appeared to offer the greatest promise as a factor for the classification of this event. The three tall categories provided the lowest three means, while those with the two highest means were both short classifications.

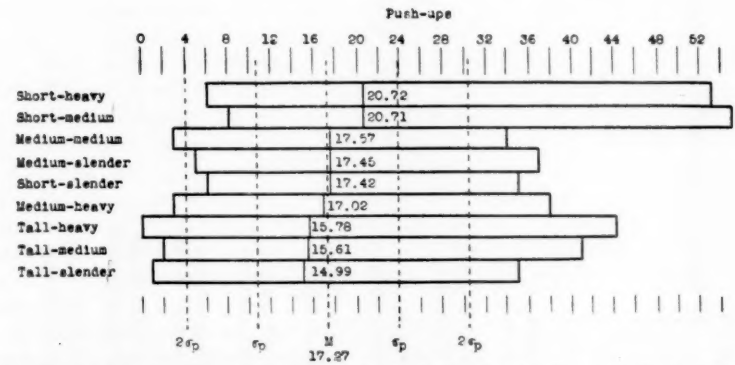

Fig. II.—Range, Means, and Performance Rank of Classification Groups in Push-up Test.

TABLE 3

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the Push-up Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Tall-slender	14.99	2.28	.34	13.31			
Tall-medium	15.61	1.66	.25	9.87	3.44	.62	.61
Tall-medium	15.61	1.66	.25	9.87			
Tall-heavy	15.78	1.49	.22	8.71	1.16	.17	.67
Tall-heavy	15.78	1.49	.22	8.71			
Medium-heavy	17.02	.25	.04	1.60	7.11	1.24	.69
Medium-heavy	17.02	.25	.04	1.60			
Short-slender	17.42	.15	.02	.80	2.40	.40	1.19
Short-slender	17.42	.15	.02	.80			
Medium-slender	17.45	.18	.03	1.20	.40	.03	1.17
Medium-slender	17.45	.18	.03	1.20			
Medium-medium	17.57	.30	.05	1.99	.79	.12	.60
Medium-medium	17.57	.30	.05	1.99			
Short-medium	20.71	3.44	.52	19.85	17.86	3.14	.74
Short-medium	20.71	3.44	.52	19.85			
Short-heavy	20.72	3.45	.52	19.85	.00	.01	.87

Right grip (see Figure III and Table 4). In this test item, three of the classes had means which exceeded adjacent means by more than 10 percent.

It appears that a height-weight classification scheme may achieve considerable effectiveness in grouping for this performance. Muscle mass is, of course, an important factor in strength, and in this test the heavy groups had mean ranks of one, two, and four, while the slender categories ranked six, seven, and nine.

Again, however, the middle four population sigmas were shared in common by each sub-group.

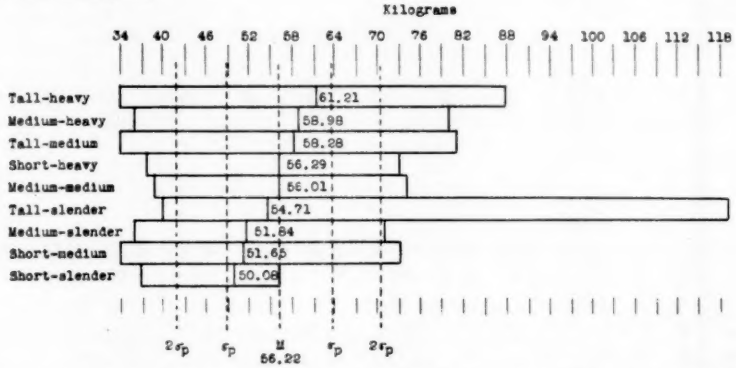

Fig. III.—Range, Means, and Performance Rank of Classification Groups in Right Grip Test.

Vertical jump (see Figure IV and Table 5). Since Sargent originated the test in 1921, the vertical jump has been used as a measure of general athletic po-

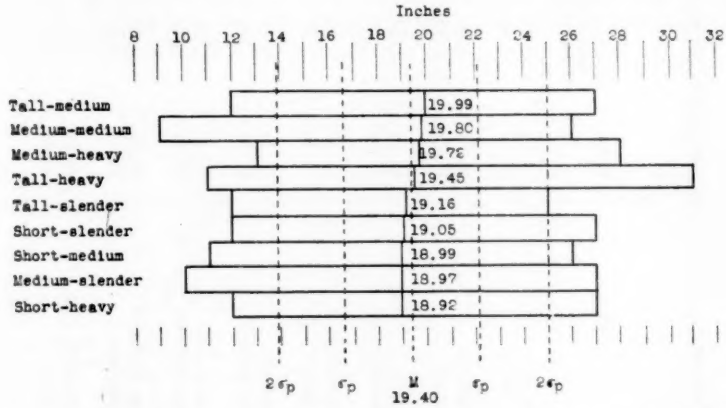

Fig. IV.—Range, Means, and Performance Rank of Classification Groups in Vertical Jump Test.

TABLE 4

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the Right Grip Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Short-slender	50.08	6.14	.85	30.23			
Short-medium	51.65	4.57	.64	27.89	2.34	1.57	.95
Short-medium	51.65	4.57	.64	27.89			
Medium-slender	51.84	4.38	.61	22.91	4.98	.19	.72
Medium-slender	51.84	4.38	.61	22.91			
Tall-slender	54.71	1.51	.21	8.32	14.59	2.87	.72
Tall-slender	54.71	1.51	.21	8.32			
Medium-medium	56.01	.21	.03	1.20	7.12	1.30	.74
Medium-medium	56.01	.21	.03	1.20			
Short-heavy	56.29	.07	.01	.40	1.60	.28	.69
Short-heavy	56.29	.07	.01	.40			
Tall-medium	58.28	2.06	.29	11.41	11.01	1.99	.77
Tall-medium	58.28	2.06	.29	11.41			
Medium-heavy	58.98	2.76	.38	14.80	3.39	.70	.77
Medium-heavy	58.98	2.76	.38	14.80			
Tall-heavy	61.21	4.99	.69	25.49	10.69	2.23	.77

TABLE 5

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the Vertical Jump Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Short-heavy	18.92	.48	.17	6.75			
Medium-slender	18.97	.43	.15	5.96	.79	.05	.31
Medium-slender	18.97	.43	.15	5.96			
Short-medium	18.99	.41	.15	5.96	.00	.02	.31
Short-medium	18.99	.41	.15	5.96			
Short-slender	19.05	.35	.13	5.17	.79	.06	.59
Short-slender	19.05	.35	.13	5.17			
Tall-slender	19.16	.24	.09	3.59	1.58	.11	.56
Tall-slender	19.16	.24	.09	3.59			
Tall-heavy	19.45	.05	.02	.80	4.39	.29	.27
Tall-heavy	19.45	.05	.02	.80			
Medium-heavy	19.72	.32	.11	4.38	3.58	.27	.28
Medium-heavy	19.72	.32	.11	4.38			
Medium-medium	19.80	.40	.14	5.57	1.19	.08	.27
Medium-medium	19.80	.40	.14	5.57			
Tall-medium	19.99	.59	.21	8.32	2.75	.19	.26

tentiality. It has achieved wide acceptance as a valid test of the combination of strength and speed of muscle contraction which has been defined as athletic power.

Both strength and speed of action in muscle tissue have been isolated as primary factors through factor analysis techniques by McCloy[6] and later investigators. Thus, as would be expected, body size elements have no appreciable effect on performance made up largely of these two orthogonal factors.

The range of the means of the nine classifications was 1.07 inches, with none of the groups deviating more than .59 inches from the population mean. The largest percentage difference between the means of bordering classifications was 4.39 percent, and the performance of all classes overlapped within a range of plus or minus two population standard deviations.

Quarter-mile run (see Figure V and Table 6). The range of the means of the nine classifications covered 4.62 seconds, while the total population performance range was 78 seconds. Only one group deviated from its bordering class by more than 5 percent.

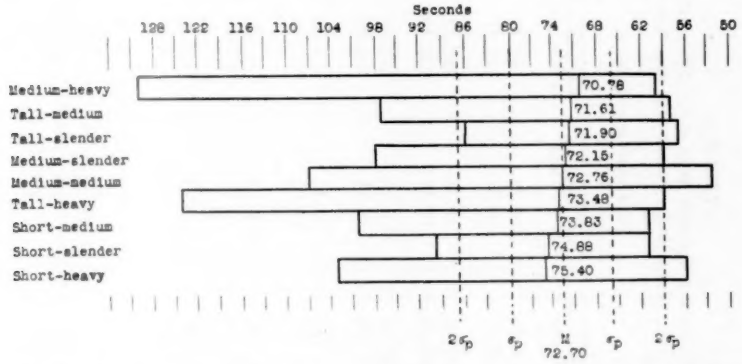

Fig. V.—Range, Means, and Performance Rank of Classification Groups in Quarter-mile Run Test.

60-yard dash (see Figure VI and Table 7). This data provides an excellent indication of the fact that speed is an innate factor not significantly related to body size or build. Six of the nine height-weight groupings had a combined range of .08 seconds between their means, and none of these six deviated more than .04 seconds from the population mean. The range of the means of all nine groups was .18 seconds, with none varying more than .10 seconds from the population mean.

Four-tenths of 1 percent was the greatest difference in reduction of variability between adjacent classification groups.

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[6] C. H. McCloy, The Measurement of General Moror Capacity and General Motor Ability, *Supplement to the Research Quarterly*, V (March 1934), 46–61.

TABLE 6

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the Quarter-mile Run Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Short-heavy	75.40	2.70	.39	15.17			
Short-slender	74.88	2.18	.31	12.17	3.00	.52	1.30
Short-slender	74.88	2.18	.31	12.17			
Short-medium	73.83	1.13	.16	6.36	5.81	1.05	1.29
Short-medium	73.83	1.13	.16	6.36			
Tall-heavy	73.48	.78	.11	4.38	1.98	.35	.79
Tall-heavy	73.48	.78	.11	4.38			
Medium-medium	72.76	.06	.01	.40	3.98	.72	.72
Medium-medium	72.76	.06	.01	.40			
Medium-slender	72.15	.55	.08	3.19	3.59	.61	.66
Medium-slender	72.15	.55	.08	3.19			
Tall-slender	71.90	.80	.12	4.78	1.59	.25	.59
Tall-slender	71.90	.80	.12	4.78			
Tall-medium	71.61	1.09	.16	6.36	1.58	.29	.57
Tall-medium	71.61	1.09	.16	6.36			
Medium-heavy	70.78	1.92	.27	10.64	4.28	.83	.77

TABLE 7

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the 60-yard Dash Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Short-slender	8.14	.10	.02	.80			
Tall-heavy	8.10	.06	.01	.40	.40	.04	.11
Tall-heavy	8.10	.06	.01	.40			
Short-heavy	8.08	.04	.01	.40	.00	.02	.06
Short-heavy	8.08	.04	.01	.40			
Medium-medium	8.06	.02	.00	.00	.40	.02	.05
Medium-medium	8.06	.02	.00	.00			
Tall-medium	8.03	.01	.00	.00	.00	.03	.04
Tall-medium	8.03	.01	.00	.00			
Medium-slender	8.02	.02	.00	.00	.00	.01	.05
Medium-slender	8.02	.02	.00	.00			
Tall-slender	8.02	.02	.00	.00	.00	.00	.06
Tall-slender	8.02	.02	.00	.00			
Short-medium	8.00	.04	.01	.40	.40	.02	.06
Short-medium	8.00	.04	.01	.40			
Medium-heavy	7.96	.08	.02	.80	.40	.04	.06

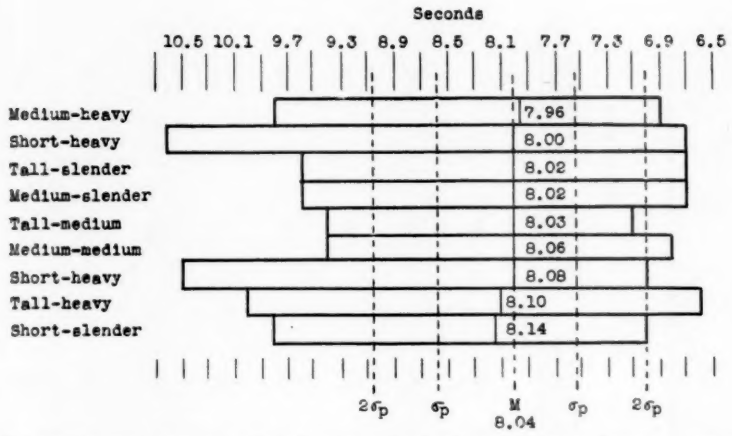

Fig. VI.—Range, Means, and Performance Rank of Classification Groups in 60-yard Dash Test.

Standing broad jump (see Figure VII and Table 8). This test item is considered by some physical educators to be a satisfactory substitute for the vertical jump. Such an observation appears logical, but on the basis of the limited evidence presented here this would not seem to be the case. There was a range of means of 8.54 inches, and four classifications deviated more than 5 percent from adjacent groups. The means of four successively ranked classes had a total range of only .73 inches, but aside from this centralization a height-weight grouping technique seems adaptable to the standing broad jump event.

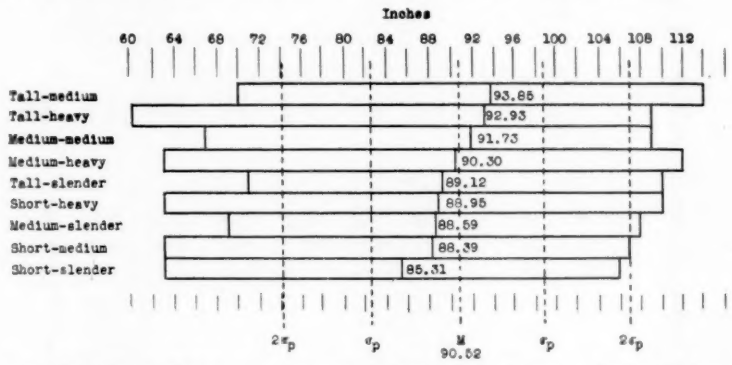

Fig. VII.—Range, Means, and Performance Rank of Classification Groups in Standing Broad Jump Test.

At this point in the investigation, a pertinent question arose as to whether or not the slight variations in performance indicated between classes in the various test items were significant differences. The apparent conclusion to be drawn from the graphical analysis to the effect that the differences had little significance was not strictly warranted, and in order to further study this issue, the

TABLE 8

Percentage of Variation Between Adjacent Means, and Standard Error of the Difference Between Adjacent Means, of Cozens Classification Groups in the Standing Broad Jump Test

Class	Mean	Percentage of Variation				Standard Error	
		Variation of Mean from Population M	Variation of Mean from Population M in σ Units	Percentage of Area between M and Population M	Percentage of Area between Class Means	Difference between Class Means	Standard Error of Difference between Class Means
Short-slender	85.31	5.21	.64	27.89			
Short-medium	88.39	2.13	.26	10.26	17.63	3.08	1.73
Short-medium	88.39	2.13	.26	10.26			
Medium-slender	88.59	1.93	.24	9.48	.78	.20	.86
Medium-slender	88.59	1.93	.24	9.48			
Short-heavy	88.95	1.57	.19	7.53	1.95	.36	.82
Short-heavy	88.95	1.57	.19	7.53			
Tall-slender	89.12	1.40	.17	6.75	.78	.17	.82
Tall-slender	89.12	1.40	.17	6.75			
Medium-heavy	90.30	.22	.03	1.20	5.55	1.18	.86
Medium-heavy	90.30	.22	.03	1.20			
Medium-medium	91.73	1.21	.15	5.96	7.16	1.43	.87
Medium-medium	91.73	1.21	.15	5.96			
Tall-heavy	92.93	2.41	.30	11.79	5.83	1.20	.80
Tall-heavy	92.93	2.41	.30	11.79			
Tall-medium	93.85	3.33	.41	15.91	4.12	.92	.81

reliability of the differences between adjacent class means in each of the seven test items was determined by computing the standard errors of their differences.

These calculations demonstrated that the variations between one pair of bordering means in the pull-up test and two pairs in the right grip test were significant. The differences between the other 53 pairs of adjacent means proved to be nonsignificant (see Tables 2–8).

Summary

Several observations seem applicable:

1. The Cozens classification scheme—a plan based on height-weight factors—provides a satisfactory equating device for grouping college men according to body size.

2. The classifier was of no particular value in predicting all-around performance in a seven-item test battery consisting of pull-ups, push-ups, right grip, vertical jump, quarter-mile run, 60-yard dash, and standing broad jump.

3. When the test items were considered separately through the use of a graphic device, performance classification was indicated, but this characteristic, in general, was limited. A variation of over 15 percent was shown between bordering class means in only two cases. Except in three isolated instances, the obtained differences between means were disclosed as unreliable values.

4. There was considerable overlap of performance between classes. A large proportion of the range of scores in all events were shared by all classes.

5. Of general interest was the observation that little variation was shown between classifications in events such as the vertical jump and the 60-yard dash which are believed to be dependent upon innate factors uninfluenced by body size or structure, while a relatively large variation was apparent in the strength of grip test in which muscle mass plays an important role.

In conclusion, as far as general physical performance is concerned, it seems that height and weight are unsatisfactory elements upon which to base a classification of college men. Such grouping may classify in a limited degree for specific events, but it should be evident that a performance test of the particular event in question will provide a highly reliable classification in a simpler and more effective manner.

In 1941 Cureton indicated that combinations of age, height, and weight are not too satisfactory as bases for norming athletic performance above seventeen years of age. In this connection he wrote:

> Other factors are of much greater significance, such as, the quality of muscle tissue, specfiic neuro-muscular learning, internal leverage arrangements, experience, and other types of physical adaptations required by the particular activity.[7]

Perhaps here is the suggestion that will lead some student to a valuable contribution to physical education. Continued research into these and related factors may well point out a sound, acceptable means of rapidly classifying college men into homogeneous performance groups. Such a tool would be an invaluable aid to more effective teaching.

[7] Thomas K. Cureton, Jr., Body Build as a Framework of Reference for Interpreting Physical Fitness and Athletic Performance, *Supplement to the Research Quarterly*, XII (May 1941), 314.

An Analysis of the Factors Affecting the Achievement of Undergraduate Men Majoring in Physical Education at the State University of Iowa

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THE PURPOSE of this study is to determine the factors which cause undergraduate men majoring in physical education at the State University of Iowa to succeed or fail in their work, and to recommend on the basis of these factors definite criteria for predicting success in this field of teaching.

According to Appleton (1), cadets at West Point demonstrated a tendency to improve in physical condition throughout the four-year course, but experienced diminishing returns after the first year's improvement. Few cadets changed their class rank in physical ability throughout the four-year course, indicating that relative physical ability had a tendency to remain constant among the cadets at West Point. Physical ability tests at entrance correlated .7 with final tests. This correlation was significant to the 1 per cent level of confidence, and therefore was used as a device for predicting relative physical ability. The seventh percentile in physical ability at entrance is a success-fail criterion significant for predicting graduation.

Ashbrook (2) concluded, from his study of selection methods in general education and physical education in teacher training institutions and from the educational histories and judgments of foremost leaders in physical education and selected Springfield College graduates, that all prospective physical education majors, as Freshmen, should be required to: present a high school diploma requiring sixteen units, with a C average in high school or college if a transfer student; submit to an examination in the key subjects of English and Physical Education; submit to a physical and medical examination administered at the institution by the school physician; submit to personal interview; present evidence of professional interest; meet standards of appearance and character; present recommendations from principal and physical educational director; submit to intelligence and achievement tests; and serve a probationary period.

In the opinion of Cubberly (3), criteria for selection should be: personality—Bernreuter Personality Inventory; intelligence and special aptitudes—Stanford Education Aptitude Tests; academic achievement—evaluation of institutional standards; interest in teaching—strong vocational interest and cumulative records of pre-college activities. Competence in oral and written English,

[1] This study is based on a dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in The Division of Physical Education, Graduate School, University of Iowa.

skills in physical activities, and co-operation with individuals and groups are other criteria which should be determined by records and tests.

Davis and Lawther (4) concluded that the most important factor in getting and holding a job is personality, which is measured by the impression one's behavior makes on other people. A maladjusted person is one who cannot get along with others. Studies in teacher failure list inability to discipline and inadequate personality as major causes. Research indicates that success is associated with the following factors: professional interest, academic record, extracurricular experiences, personal qualities, and professional attitude.

One of the difficult problems in training teachers, according to LaPorte, (6) is estimating the worth of each student. A frank character analysis is also needed. Permanent records can be established by the use of charts with periodic entries made each semester by each member of the department. The effect is to eliminate bias of one teacher and to stimulate both students and staff members to the importance of the problem. Main headings are: physical, mental, social, educational, technical skill, teaching power, leadership, responsibility, character, and general worth, with sub-headings under each and ratings graduated from superior to unsatisfactory. Ratings can be used for guidance and placement without exorbitant amounts of book work required.

McCloy (7) proposes that tests intelligently administered may measure innate capacity and ability of students and may be used for classification. After the student is classified, further use of tests may be made to measure progress, to motivate participation through the use of a marking system, and to determine advancement. Tests may also be used to diagnose pupil difficulties and as a basis for individual and remedial instruction. Tests are reliable checks on teaching ability and program efficiency. Administrators may wish to use testing results as a basis for effecting changes in either personnel or programs. Only if tests meet the requirements of objectivity, reliability, validity, and simplicity can they be justified in the program.

The Questionnaire Study

The questionnaire study was designed to determine the reasons that motivated present undergraduate majors to choose physical education as a major field of study (see Figure I), and why those who withdrew or transferred to other departments did so. It also attempted to determine the reasons why graduates in physical education elected this field of study, why they completed their degrees and accepted employment in the field, and why some of them left the field after completing their degrees. Primary and secondary reasons were requested.

Questionnaires were tabulated and percentages computed for each desirable reason given for electing physical education as a major. A comparison was made (Figure III) between the withdrawal group and the average of all continuing groups, which showed that a greater percentage of the continuing students had desirable reasons than did the withdrawal group. This difference is significant to the 1 percent level of confidence.

Iowa revision of the Brace Test:

Questionnaire to Undergraduate Majors and Graduates in Physical Education

Dear Sir:

In order to determine the reasons students elect Physical Education as a major field of study, it is requested that each student or graduate who is majoring or has majored in Physical Education, indicate with a check (x) the reasons for making this choice for his profession.

Reasons	Primary	Secondary
1. Teacher shortage—Demand for teachers was great when you entered college.		
2. Interest—Desire to teach and/or coach physical activities.		
3. Challenge—Dissatisfied with the high school program of P.E. where you attended.		
4. Competence—Accomplished more in Physical Education than in any other dept.		
5. Influence of high school coach or teacher.		
6. Influence of family.		
7. Influence of another student or students.		
8. Influence of reading books, magazines, or newspapers.		
9. Influence of a person not listed above.		
10. Influence of a related experience in service or in another job.		
11. Easy courses—You thought it would be easier than other courses at SUI.		
12. To be exempt from the language requirement (before 1945).		
13. More opportunities for recreation than other fields.		
14. Other reasons. List.		

Fig. I. Form Used in Questionnaire I

The Somatotype Study

Ratings were estimated for each subject only after intensive review of the literature relating to rating procedures and approximately five hours of practice until independent ratings on each subject correlated .95 with each other. The final ratings were approved by Professor F. D. Sills, the instructor in charge of the photographic laboratory. Fractional ratings were found to facilitate more accurate estimates and were therefore utilized in the study.

Rating Scale for Withdrawal Students who Majored in Physical Education

Dear Sir:

In attempting to predict the prospective degree of success or failure in the Professional Curriculum of Physical Education at the State University of Iowa, it is necessary to secure subjective ratings from each faculty advisor to whom each withdrawn student has been assigned. Would you kindly check the column that most accurately describes the qualifications of as you remember him.

Qualifications	Upper 10%	Upper 30%	Upper 50%	Lower 30%	Lowest 10%
Social leadership—takes initiative, poised, responsible.					
Adaptability—resourceful, sociable, co-operative, versatile.					
Character—is dependable, moral, ethical, trustworthy, clean.					
Physical soundness and vitality. List handicaps if any.					
Cultural development and breadth of experience.					
Interest in welfare of students.					
Interest in teaching and coaching as a profession.					
Emotional stability—is persistent, even tempered, not impulsive.					
Physical skills and abilities as demonstrated by athletic achievement and recognition.					
Motivation and will to succeed.					
Economic means—Sufficient funds for completion of the 4-yr. course.					
Probability of success in this curriculum.					

Fig. II. Form used in Advisors' Rating Study

The Modified Motor Quotient and Modified Motor Achievement Test Study

The computation of indices indicative of motor educability was undertaken for its importance as a predictor of success in motor skills. A battery of 17 tests (see Appendix) was constructed, including:

1. One foot, touch head
2. Grapevine (5 seconds)
3. Stork stand (10 seconds)

4. Forward hand kick
5. Three dips
6. Side kick
7. Kneel jump to feet
8. Russian dance
9. Single squat balance (5 seconds)
10. Jump foot

plus:

11. Burpee (10 seconds)
12. Chalk jump (centimeters)
13. Modified Edgren wall bounce test (30 secs.)
14. Sit ups (2 minutes)
15. Chins (underhand)
16. 100 yd. Pick-a-back
17. 300 yd. shuttle run

In order to facilitate the procedure and standardize the technique of body typing, photographs of front view, profile, and rear view were taken of the 34 Freshmen,[2] 26 Juniors, and 27 Seniors majoring in physical education. These were printed on regular five by seven photographic paper. Pictures were also from the files of 14 students who have withdrawn or transferred from physical education since 1947. These photographs were used in the study although none of this group of subjects was available for girth measurements. In addition to the photographs, measurements were taken of the girths of the neck, chest, arm, forearm, thigh and calf, as well as height and weight for each subject, in order to be able to compute more accurate somatotype ratings. Measurements were made in compliance with international agreements (5) in regard to landmarks and techniques used.

Somatotype ratings were based on the 7-point scale for each of the three components devised by Sheldon (8), for the degree of endomorphy (soft, roundness), mesomorphy (bony, muscularity), and ectomorphy (linearity), possessed by each subject. For example, a 253 rating would indicate a two rating on the endomorphy scale, a five rating on the mesomorphy scale, and a three rating on the ectomorphy scale. Obviously every subject is a combination of the three types.

Items 1–10, plus 11 and 12 and the classification index were combined to obtain the modified general motor capacity score, and the modified motor quotient. Items 14, 15, 16, and 17 comprise the modified motor achievement test. Item 13 was scored separately and was not computed as part of the motor quotient or motor achievement test battery.

The Modified Motor Quotient was determined by dividing the totals of the conversion scores for the classification index, the chalk jump,[3] Burpee test, and Iowa Brace test by the norms for Modified General Motor Capacity (7).

[2] Due to the unusual number of withdrawals to military service at mid-year 1950–51 among the sophomore class before the data was completed, somatotypes, biographical inventory, and advisors ratings were not available for this group.

[3] Since the chalk jump was substituted for the Sargent jump, the validities of the general motor capacity score (as modified) and for the resulting modified motor quotient are undoubtedly lowered to a significant extent; hence, conclusions concerning the usefulness of the general motor capacity tests, as administered according to McCloy's specifications, as applied to this problem, should be held in abeyance.

The average *T*-score of the test battery was determined by dividing the modified general motor ability *T*-scored total by the number of tests (4). The modified general motor ability test consisted of sit-ups, pull-ups, the 100-yard pick-a-back, and the 300-yard shuttlerun.

Entrance Examination Scores

Entrance examination scores were made available from the office of the University Examination Service. Since these examinations had been administered for several years, the records for the Freshmen, Sophomores, Juniors, Seniors, and withdrawals from physical education since the entrance of the present Senior class in 1947, were used in the study.

The examinations consist of six parts, including English placement, reading comprehension, mathematics skills, reading rate, expository theme, and persuasive speech. Students who failed to complete the entire tests were not scored. A number of scores were also available for students transferring to the state University of Iowa as physical education majors with advanced standing.

The Biographical Inventory

The biographical inventory is a modified version of the Minnesota multiphasic test using only the most valid items as determined by the item analysis technique. The test was administered to 36 Freshmen, 19 Juniors, and 26 Seniors majoring in physical education, with permission of Dr. Harold Bechtoldt of the State University of Iowa department of psychology, who had previously done the revision work on this test. Scores were also available for six students who had withdrawn from physical education since entrance in 1947.

The *L* scale of 15 items is assumed to measure lying in a socially desirable direction. The *K* scale of 30 items is assumed to measure defensive lying, and self-deceptive test-taking attitudes. The *F* scale of 63 items is assumed to measure the tendency to give "abnormal" responses (i.e., responses which are given by only 10 per cent of the population) because of confusion, semantic difficulty, "plus-getting" tendency, random responses, or schizoid characteristics. The *A* scale is assumed to measure anxiety, and the *R* scale is assumed to measure rigidity.

Grade Point Averages

Grade point averages were made available from the office of the registrar for the Freshmen, Sophomores, Juniors, Seniors, withdrawals, and transfers who have majored in physical education since their entrance to the State University of Iowa since 1947. High school grade point averages were used for the nine Freshmen who withdrew before receiving their grades for the first semester, 1950–51.

Advisors' Ratings

The faculty advisors for the Freshman and Junior classes were requested to rate each Freshman and Junior according to the criteria shown in Figure II, on the basis of the category achieved within the group for each criteria. A

composite score was computed for each subject, based on a scale of 9—excellent, 7—good, 5—average, 3—poor, 1—very poor, and the mean score was determined for each group. The Senior group was rated by the supervisor of student teaching according to the same criteria as those used for the Freshman and Junior ratings, with the exception that the criterion "teaching techniques," was substituted for "economic means," in the Senior ratings. All other criteria were the same for each group for purposes of comparison. The withdrawal group was rated by the advisor assigned to the class of entering Freshmen to which each subject originally belonged.

Use of the Data

A comparison was made, for each evaluative measure, of the means obtained from the withdrawal group and an average of the means obtained from all groups that are continuing as majors in physical education. This comparison was intended to show which group was relatively most successful in the traits and abilities measured by these devices, and to identify comparative strengths and weaknesses in aptitude and achievement.

A comparison was also made for each measure, of the means obtained for the Freshman, Junior and Senior groups. This comparison was intended for use as a basis for prediction of probable success for the Freshmen, since the Seniors have virtually achieved the criterion of success, which is designated as graduation from the four-year major in physical education. The latter comparison was also intended to point out the progress made by the Junior and Senior group as compared to the Freshman scores.

A third comparison was made between the graduate group and each other group on the questionnaire, entrance examination, grade-point averages and advisors' ratings. Records of this group were used as a criterion of success in physical education, since it included only those who attained a 2.00 grade-point average which qualified them for admission to education courses and practice teaching.

Conclusions

Figure III illustrates the comparison between the withdrawal group means and the average of all other groups in the seven evaluative measures used in this study. Figure IV illustrates the comparison between the Freshman, Junior, Senior, and graduate group means in each measure. In five of the evaluative measures, a significant superiority is evidenced in favor of the continuing groups over the withdrawal groups. The evidence contained in this study was that:

1. A greater percentage of students who are continuing as majors in physical education at the State University of Iowa have entered the field with professional attitudes than did those who have withdrawn or transferred from the department. A greater percentage of Junior majors have entered the field with professional attitudes than did the Freshman, Senior, or graduate majors.

2. Students who are continuing as majors in physical education at the State University of Iowa have an average of slightly lower ratings on the endomorphic scale, which may be an asset in participation in strength and endurance ac-

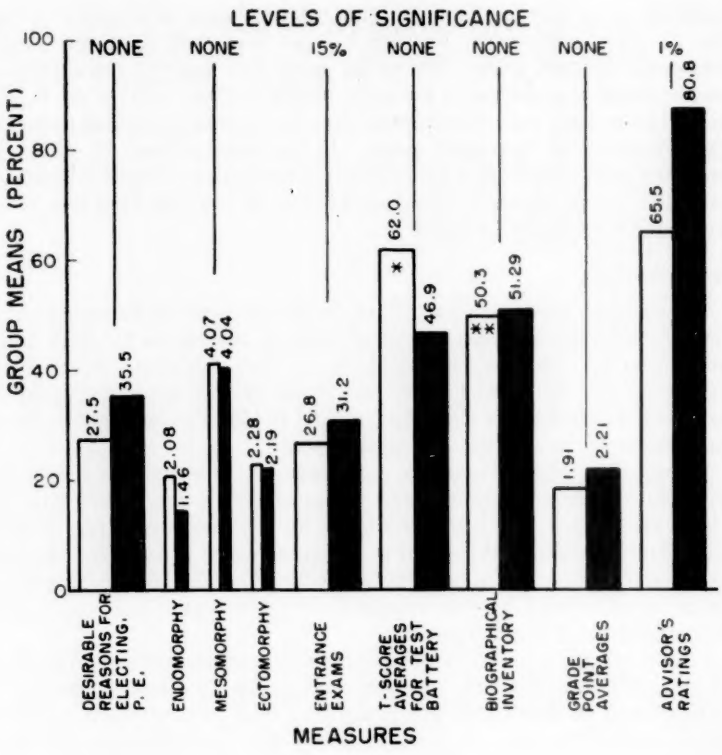

FIG. III COMPARISON OF MEANS FOR WITHDRAWAL GROUP ☐ AND AVERAGE OF MEANS FOR ALL OTHER GROUPS ■ IN THE SEVEN EVALUATIVE MEASURES USED IN THE STUDY.

* THREE SUBJECTS.
** SIX SUBJECTS.

tivities. Freshman majors have an average of significantly lower endomorphic ratings than the Senior majors and slightly lower than the Juniors. All group means were approximately the same on the ectomorphic and mesomorphic scales.

3. Students who are continuing as majors in physical education at the State University of Iowa have averaged higher scores on their entrance examinations, and have therefore probably experienced less difficulties in the subject matter of their curriculum requirements. Withdrawals from each entering Freshman class since 1947 have averaged significantly lower than the survivors of their respective classes. Junior majors have averaged higher scores on the entrance examinations than the Freshmen and Seniors, though the graduates have scored significantly higher than any other group.

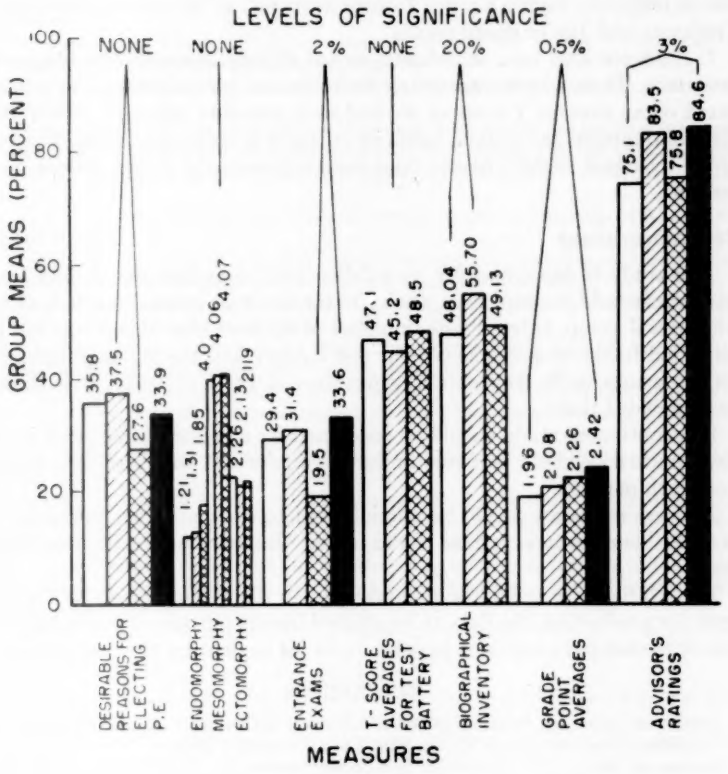

FIG. IV COMPARISON OF MEANS FOR THE FRESHMAN □, JUNIOR ▨, SENIOR ▩, AND GRADUATE ■, IN THE SEVEN EVALUATIVE MEASURES USED IN THE STUDY.

4. Students who are continuing have achieved higher academic scholarship than those who have withdrawn. Withdrawals from each entering Freshman class since 1947 have averaged significantly lower than the survivors of their respective classes. The Senior group averaged slightly higher grade points than the Freshman and Junior groups, and the graduate group averaged significantly higher than any other group.

5. Students who are continuing have received higher ratings by their advisors on personality and character traits than those who have withdrawn. The graduate group averaged significantly higher than any other group.

6. There were insufficient data available for a valid comparison of the *T*-score averages of the test battery for the withdrawal group. These scores represented measures of strength and endurance. The Senior group mean was slightly but

not significantly higher for the *T*-score averages on the test battery than the Freshman and Junior group means.

7. Students who have withdrawn scored slightly lower on the biographical inventory. These scores represented desirable and normal personality responses based on an average *T*-score of 50, and were therefore assumed to be valid indices of desirable and normal behavior patterns in social situations. The Junior group averaged slightly higher than the Freshman and Senior groups on this measure.

Recommendations

This study is dependent for its validity upon completeness of data for the groups selected for comparison. Owing to the fact that contact was lost with the withdrawal group, only a limited number of subjects from this group had been subjected to the motor achievement test battery and the Biographical Inventory measures while they were in attendance at the University. It is therefore recommended that:

1. A continuous study should be conducted for a period of five years in order that conclusions could be based on large samples and complete data obtained from each measure.

2. These measures should be administered to each entering Freshman class as a routine orientation phase of the course "Introduction to Physical Education."

3. Each measure should be administered to the Senior classes as a requirement for graduation, the data to be utilized for the purpose of evaluating progress of the subjects and as a possible basis for evaluating the curriculum.

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APPENDIX

A description of the battery of 17 tests used in the study is given below:

1. *One foot, touch head*—Stand on one foot, bend forward and place both hands and the head on the floor. Regain standing position without losing balance.

2. *Grapevine (5 seconds)*—Stand with heels together. Bend down with arms between

knees, behind ankles, and hold fingers together in front of ankles for five seconds without losing balance.

3. *Stork stand (10 seconds)*—Hold the bottom of the right foot against the inside of the left knee. Close eyes and hold position for ten seconds.

4. *Forward hand kick*—Jump upward, swinging legs forward. Touch toes with hands before landing.

5. *Three dips*—Place hands on the floor with arms straight, extend feet back until the body is straight. Bend arms and touch chest to floor and return to straight arm position three times.

6. *Side kick*—Jump upward and touch feet together outside the line of the body, land with feet apart.

7. *Kneel, jump to feet*—Kneel on both knees, toes extended behind. Jump to feet without losing the balance.

8. *Russian dance*—Squat with one leg extended forward. Alternate this position with the opposite leg forward. Each foot should assume the forward position twice.

9. *Single squat balance (5 seconds)*—Squat on one heel, extend the other foot forward without touching it to floor. Hold the position for five seconds.

10. *Jump foot*—Hold the toes of one foot in the opposite hand. Jump up and place the free foot over the foot that is being held without letting it go.

11. *The burpee test*—Consists of a squat, followed by thrusting feet to the rear, then returning to a squat from an erect starting position, scored in fractions, as many times as it can be executed in ten seconds.

12. *The chalk jump*—Is a measurement of the distance in centimeters between the subject's reach and his best jump of three trials.

13. *Modified Edgen wall bounce test*—Bounce a basketball against the wall from behind an eight foot restraining line as many times as possible in thirty seconds. Parallel lines are drawn on the wall 3 feet apart and on the floor at right angles to the wall 6 feet apart. The subject should stand outside the parallel lines on the floor, alternating from the right to the left side and throw outside the parallel lines on the wall, alternating from the right to the left side after each throw.

14. *Sit ups*—Lie in a supine position with hands clasped behind the head. Sit up and touch one elbow to the opposite knee and return to a lying position, alternating from right elbow to left, as many times as possible in two minutes.

15. *Chins*—From a hanging position on a horizontal bar with underhand grip, pull up to a chinning position and return as many times as possible.

16. *One-hundred yard pick-a-back*—Choose a man within ten pounds of your own weight and carry him one hundred yards on your back as fast as possible.

17. *Three-hundred yard shuttle run*—Run the sixty yard distance five times, as fast as possible.

Continued from the October Quarterly

Research Abstracts

Prepared by the Research Abstracts Committee of the National Council of the Research Section, Paul A. Hunsicker, Chairman

Anatomy and Physiology

62. NEWMAN, P. H., Sprung Back, *J. of Bone and Joint Surg.*, 34-B No. 1 (British Vol. 30–37. Feb. 1952).

The patient is usually fifteen to thirty-five and more commonly a female. There is pain in the buttocks, back of the thighs and occasionally extends down the limbs. The onset may be associated with a blow or fall, a strain while lifting, violent activity in adolescence or childbirth; but sometimes the cause can not be determined. The ache is frequently worse when the spine is flexed and is subjected to strain or held in the same position for a long time. Common causes of the "sprung back" include (1) sitting in slouched position with lower back unsupported, (2) lifting a weight at arms length, (3) bending and stooping, especially with knees straight, and (4) standing with a slight forward stoop (washing and ironing) for a long time. The author found that about 20 per cent of all cases in a backache clinic with which he was associated last year could be classified as the "sprung back" type. Injury to the supporting ligaments of the spine when the spine is flexed and the muscles are relaxed is the cause of this type of backache.—*F. D. Sills*

63. ASMUSSEN, ERLING AND MARIUS BIELSEN. The arterial blood pressure on transition from rest to work. *Acta Physiologica Scandinavica*, Vol. 25, Supplementum 89.5, Aug. 1951.

Direct, continuous measurements of blood pressure were registered during the transition from rest to work on the bicycle ergometer. Work intensities up to 1028 kgm/min. were tested.

Pulse rate increased immediately at the onset of work. Systolic and diastolic as well as mean blood pressure showed after a short delay an increase, which gradually brought the arterial pressure up to the steady state values.

It was concluded that the increased circulation during work is not initiated through pressoreflexes.—*Paul Hunsicker.*

Health

64. LEVY, ROBERT L., Needless restriction in cardiac cases. *Modern Medicine*, **20:** 16, 71–72, Aug. 15, 1952.

Many physicians are too strict in limiting the diet and the physical activities of their heart patients. The neurosis induced by unjustified limitations may be more disabling than the original disorder. Smoking in moderation may be permitted to the majority of patients with inactive forms of heart disease. Tobacco smoke produces relatively little change in the cardiovascular system. Smoking is forbidden in cases of active rheumatic carditis, acute myocardial infarction or congestive heart failure. Climbing stairs does not greatly increase the work of the heart when done at a lesiurely agreeable pace. Air travel for the majority of cardiac patients does not entail undue risk. Patients with coronary heart disease and anginal pain tolerate moderate hypoxia without demonstrable harm or discomfort. Flying should be avoided in congestive failure or evidence of significantly diminished cardiac reserve, active rheumatic carditis, myocardial infarction during the preceding three months, or frequent anginal pain. Except for active rheumatic carditis, chronic congestive heart failure, or intractable angina pectoris, most patients with heart disease are able to work. Before drastically curtailing customary exercise the patient should be permitted to assess his capabilities and the effects of physical exertion. Golf, shooting, fishing, riding, swimming and even tennis may be permitted. School children and young adults with rheumatic heart disease should not participate in highly competitive sports and games. The electrocardiogram should not be the sole guide for management since pronounced abnormalities are often consistent with a normal way of life. The diagnosis of heart disease, once implanted in the mind, is difficult to uproot, even though later proved false.—*F. D. Sills.*

65. McGovern, Joseph M. and Associates, Aureomycin in the treatment of influenzal meningitis, *Clinical Proceedings of the Children's Hospital*, Washington, D. C., April 1952, p. 69.

Increasing frequency of influenzal meningitis and improved results with newer forms of therapy motivated and authors to report on a comparison of treatment in 54 consecutive cases over a three-year period. Of the total, 30 patients with H. influenzae type B meningitis were given various combinations of sulfadiazine, streptomycin, and type specific (rabbit) antiserum. A comparable group of 24 patients received various combinations of sulfadiazine, streptomycin, and type specific antiserum, but in this group aureomycin was added. In both groups mortality was 12 per cent, but the authors report that in the aureomycin-treated group, clinical response was more rapid and complete and there were fewer complications.—*Medical Abstract Service.*

66. Schopp, Alvin; Fellhauer, Carl M.; and Eigel, Edwin G., Preliminary observations of a new drug in the treatment of acute poliomyelitis, *Medical Bulletin*, St. Louis University, Jan. 1952, p. 6.

The use of Pyromen (Tavemol Laboratories) in 53 cases of acute poliomyelitis found clinical results sufficiently encouraging to warrant continued investigation. The authors believe that results of this preliminary study indicate that the use of the drug may afford relief from spasticity and exert an influence on the course of bulbar and encephalitic poliomyelitis. One of the most constant effects of Pyromen was relief of spasm and pain due to spasm. Patients admitted with inability to move the neck or sit up, and with severe pain in the extremities experienced relief within one to three days after initiation of therapy.—*Medical Abstract Service.*

Nutrition

67. Brewer, W. D.; Cederquist, D. C.; Williams, B.; Beegle, R. M.; Dunsing, D.; Kelley, A. L.; and Ohlson, M. A., Weight reduction on low-fat and low-carbohydrate diets, *Jr. American Dietetic Association*, Vol. 28, No. 3, pp. 213–217 (March, 1951).

In the first series of the experiment, four over-weight college women were given a weight-reducing diet which supplied an average of 1200 calories, 10.5 gm. nitrogen, and 22 gm. fat per day. In the second series, ten over-weight college women were given a diet which supplied an average of 1500 calories, 16.2 gm. nitrogen, and 90 gm. fat per day. The customary food intake was studied for all subjects for a two-week period preceding weight reduction. All foods eaten were weighed.

The mean nitrogen retentions for subjects on the low-fat diet ranged from 0.21 to 2.84 gm. per day; the mean nitrogen retentions for subjects on the low-carbohydrate diet ranged from −0.74 to 1.29 gm. per day. Average calcium retentions for subjects in Series II varied from −0.17 to 0.06 gm. calcium per day at an average intake of 0.86 gm. per day. The nitrogen retentions were positive for two subjects who maintained their desired weight for thirteen weeks following weight reduction.—*Carolyn W. Bookwalter.*

68. Scheif, Harold Edward; Andrews, Mona Marquette; and Schweigert, Bernard Sylvester, Comparison of methods for determination of the vitamin B_{12} potency of meats, *J. Nutrition*, V. 47, No. 4, (Aug. 1952).

Studies on the rat growth, liver storage and microbiological methods of analysis for vitamin B_{12} in meats have been conducted. The results obtained for the rat assay and microbiological assay were in good agreement for beef and pork muscle cuts, but the results by the rat growth and liver storage assay were considered higher for lamb leg, beef liver and beef kidney. Beef liver was found to contain 20 to 50 times and beef kidney 10 times as much vitamin B_{12} as muscle cuts. Preliminary studies indicate that over 70 per cent of the vitamin B_{12} is retained during cooking of pork, beef, and lamb cuts. Limitations of the animal and microbiological methods for analysis for vitamin B_{12} are discussed.—*The Wistar Institute.*

Recreation

69. Anderson, Jackson M. Do Some Activities Cost Too Much? *Quarterly Bulletin of the American Recreation Society*, **4**: 1: 14–15 (May 1952).

A questionnaire was sent to twenty-five member companies of the National Industrial Recreation Association. This questionnaire requested information concerning the costs of the following ten employee recreation activities: softball, bowling, golf, horseshoes, picnics, camera club, Christmas party, organized card tourney, chorus, and employee shows. Each team activity was divided into two categories, "interdepartmental" and "varsity". Each company was asked to show the following annual costs paid out of the Recreation Fund for each of the ten activities: entry fees, facility costs, leadership costs, expenditures for equipment and supplies, uniform costs, transportation expenses, cost of trophies, expenditures for award banquets, and any other costs.

One of the most interesting findings of this study was the heavy cost of "varsity" team activities when compared with the cost of "interdepartmental" activities. Employee shows were the most expensive activities, costing an average of $1.36 per hour for each participating employee. However, the total number of spectators attending these shows in the companies studied averaged 3,333 per year. The least expensive of the ten activities studied was camera club, costing only 2 cents per hour for each participating employee. The wide range in the costs of certain activities studied indicated that many companies are paying too much money for some recreation activities.—*Jackson M. Anderson.*

70. FITZGERALD, GERALD B., AND MARY ELLEN EVANS. Supply and Placement of College Recreation Graduates. *Quarterly Bulletin of the American Recreation Society.* **4:** 1: 9–11, 24 (May 1952).

The study included reports from 42 colleges and universities. These institutions represented 81% of those offering recreation degrees in 1950–51. Nineteen (45%) of the reporting institutions offered graduate degrees in recreation, enrolling a total of 290 graduate students in this field. The total enrollment of undergraduate and graduate recreation majors was 1,527. Undergraduate degrees were awarded to 355 and graduate degrees to 137 persons during the year. Approximately 42% of these degrees were earned by women. Data were submitted on job placement for 389 (80%) of the 492 degree recipients. Of the 389, 73% were placed in full-time recreation positions, 9% took part-time positions in recreation, and 18% took jobs outside the field of recreation. The types of positions and percentage of graduates placed in each were as follows: public community recreation, 42.3%; private community recreation, 21.5%; army recreation, 7.8%; hospital recreation, 7.5%; institutional recreation, 6.8%; industrial recreation, 6.2%; college teaching in recreation, 3.3%; church recreation, 2%; camping (year-round position), 1.3%; and state level recreation, 1.3%.

After comparing the findings with those of three earlier studies, the following trends were pointed out: the number of students majoring in recreation in our colleges and universities is increasing; an increasing demand for recreation leaders in the armed forces, hospitals, and industry was reflected in the placement data.—*Jackson M. Anderson.*

71. FITZGERALD, G. B. Factors in the Selection of Professional Recreation Personnel. *Quarterly Bulletin of the American Recreation Society,* **4:** 2: 9–11 (Aug. 1952).

The study included reports from 92 cities, each having over 100,000 population. The reports were analyzed to determine the factors utilized in the selection of professional recreation personnel in the reporting cities. These selection factors were then rated by superintendents of recreation of fifty of the cities studied and by a jury of twelve recreation experts who were not superintendents of recreation. Recreation positions were classified as follows: superintendent and assistant superintendent; supervisor and assistant supervisor; director and assistant director; recreation leader; specialist; and manager.

The study resulted in the following conclusions: (1) the factors found to be utilized most often in the selection of professional recreation personnel for the above-mentioned positions were interview, application form, citizenship, education, and experience; (2) the factors found to be utilized least in selection were personal pattern of recreation, religion, nationality, marital status, residence, pre-employment in-service training, voluntary leadership experience, and performance tests; (3) many factors which are difficult to measure, such as courage, friendliness, and integrity were of more than considerable importance in the selection of professional recreation personnel; (4) all personal qualities were considered to be of considerable importance, or even of more significance, in selection in almost all cases.—*Jackson M. Anderson.*

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INDEX 1930–39

the RESEARCH *quarterly*

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Abbott, Elizabeth 7: 151, Mar. '36
absences
due to illness, Lapp, V. W., 8: 73, Dec. '37
accidents
causes of in college sport, Eastwood, F. R., 5: 63, Oct. '34
in college physical education, Eastwood, F. R., 8: 144, May '37
in physical education activities, Wellesley College Studies in Hygiene and Physical Education, 9: 67, Mar. '38 sup.
incidence in high school wrestling, Reeck, C. C., 10: 72, Mar. '39
accuracy
and speed, hourly variations in, Elbel, E. R., 10: 35, Mar. '39
neuromuscular control and, Affleck, G. B., 2: 60, Mar. '31
achievement
grading golf knowledge, Murphy, Mary A., 5: 83, Mar. '34
in health improvement through self-directed study, Guernsey, P. D., 10: 60, Dec. '39
measures of, for physical education, Brace, D. K., 2: 32, Oct. '31
review of tests in, Krakower, H., 8: 58, Mar. '37
scales for boys and girls, Neilson, N. P. and Cozens, F. W., 5: 3, Oct. '34
scales for athletic index, Bookwalter, K. W., 6: 59, Mar. '35
scales for women, Cozens, F. W. and Cubberley, Hazel J., 6: 14, Mar. '35
scales in physical education activities, Russell, Naomi and Lange, Elizabeth, 9: 43, Dec. '38
Ackerman, F. L. 1: 51, May '30
activities
achievement scales in physical education, Neilson, N. P. and Cozens, F. W., 5: 3, Oct. '34
and size of college, Barr, Margaret C., 4: 117, Oct. '33
attitudes and interests in, Wiedamann, Inge von L. and Howe, E. C., 8: 15, Mar. '37
comparison of in boys' and girls' program, Park, Bessie L., 8: 113, Oct. '37
correlated with recreational value, Haynes, Wilma D., 2: 214, Mar '31
diversified, gymnasium, Ackerman, F. L., 1: 51, May '30
for girls, effect on blood pressure and pulse rate, Warner, Edna A., 4: 143, Oct. '33
importance of each in Women's Colleges' program, Barr, Margaret C., 4: 117, Oct. '33
in intercollegiate program, DeGroat, H. S., 7: 16, Oct. '36
in intramural program, Vogeler, R. F., 2: 114, Oct. '31; Leavitt, Norma M. and Duncan, Margaret M., 8: 70, Mar. '37
in nursing school physical education program, Fash, Bernice, 8: 111, Dec. '37
intelligence quotients and interests, Driftmier, Erna, 4: 198, Mar. '33
interests and participation of boys, Clevett, M. A., 5: 27, Oct. '34
interests of freshmen, Davis, E. C., 4: 49, Dec. '33
leisure time preferences high school girls, Driftmier, Erna, 4: 198, Mar. '33
of boys, Cowell, C. C., 8: 164, May '37
of men during leisure, Cameron, F. E., 6: 96, Oct. '35 sup.
participation in camping program, Curtis, H. S., 7: 102, May '36
preferences of college women, Waggoner, Miriam, 6: 86, Oct. '35 sup.
preferences of girls and women, Thomas, Leah and Lindner, Amy, 1: 111, Oct. '30
preferences shown by high school girls, Driftmier, Erna, 4: 198, Mar. '33
questionnaire on grade placement in schools, LaPorte, W. R., 4: 145, Mar. '33
questionnaire on interests in, Smith, W. R., 4: 246, Mar. '33
questionnaire on time allotment in schools, LaPorte, W. R., 4: 145, Mar. '33
rated as to value in program, Committee on Curriculum Research, 1: 15, May '30
range of activities taught in Women's Colleges, Barr, Margaret C., 4: 117, Oct. '33
recreational, of children, Edgren, H. D., 8: 58, Oct. '37
self directed by high school girls, Driftmier, Erna, 4: 198, Mar. '33
selection of, LaPorte, W. R., 7: 108, Oct. '36; 8: 88, Mar. '37
standards for in womens' athletics, Collins, Laurentine, 8: 30, May '37
study of differentials in boys, based on, Cowell, C. C., 6: 129, Dec. '35
with increasing interest for boys and girls, Blanchard, V. S., 4: 238, Mar. '33

activity
amount of in basketball, Messersmith, L. L. and Corey, S. M., 2: 58, May '31
Adams, E. H. 9: 102, Oct. '38
Adams, Eleonore G. 5: 95, May '34
administration
college president and the physical education program, Wriston, H. M., 3: 5, May '32
comparison of in boys' and girls' program, Park, Bessie L., 8: 116, Oct. '37
football coach and faculty responsibility, Bezdek, H., 3: 33, May '32
gymnasium for diversified activities, Ackerman, F. L., 1: 51, May '30
national standards for teacher training schools, Neilson, N. P., 4: 51, Mar. '33
of college athletics, Hughes, W. L., 2: 51, Mar. '31
of health and physical education, Fauver, E., 2: 44, Mar. '31
of intercollegiate athletics, DeGroat, H. S., 7: 14, Oct. '36
of intramurals for women, Leavitt, Norma M. and Duncan, Margaret M., 8: 70, Mar. '37
of intramurals in a small college, Fauver, E., 3: 53, May '32
of physical education in nursing schools, Fash, Bernice, 8: 107, Dec. '37
of physical education, military training, and athletics, Clarke, H. H., 3: 218, May '32
of school playgrounds, Clements, W. S., 8: 55, Dec. '37
policies in required physical education, Rogers, F. R., 4: 118, Mar. '33
problems of, in physical education, Wellesley College Studies in Hygiene and Physical Education, 9: 57, Mar. '38 sup.
problems in major athletics, Hughes, W. L. and Grossman, L., 3: 70, May '32
standards for high school physical education department, Nash, J. B., 3: 126, May '32
The Gates Plan for college physical education, Mercer, E. L., 3: 27, May '32
trends in facilities and construction, Committee on Construction and Material Equipment, 1: 41, May '30
responsibility for physical examination, Lawton, S. U., 1: 1, May '30
worth of coaches as instructors, physical education, Fauver, E., 4: 44, Mar. '33
adolescents
recent studies of, Cassidy, Rosalind, 9: 38, Dec. '38
Affleck, G. B. 1: 131, Oct. '30; 2: 60, Mar. '31; 2: 137, May '31; 5: 127, Dec. '34; 6: 126 May '35 sup.; 6: 137, Dec. '35; 7: 102, Dec. '36; 8: 122, Dec. '37; 9: 128, Dec. '38; 10: 103, Dec. '39
age
and changes in throwing patterns, Wild, Monica R., 9: 20, Oct. '38
and height and weight of college women, McCall, Margaret, 8: 101, Mar. '37
and motor educability, McCloy, C. H., 8: 48, Oct. '37
and physical skill, Keeler, L. D., 9: 54, Oct. '38
and posture, Frost, Loraine H., 1: 29, Mar. '30
and proficiency in sports and games, Lehman, H. C., 9: 3, Oct. '38
and sports participation of men, Marshall, M. V. and Nagle, B. N., 10: 75, Mar. '39
and teaching efficiency, Cahn, L. J., 10: 92, May '39
and teaching success, McKinstry, Helen, 4: 5, Dec. '33
and vital capacity, Cureton, T. K., 7: 88, Dec. '36
changes in University of Michigan students, Hoffman, C. J., 10: 84, Oct. '39
influences on motor performance, McCloy, C. H., 6: 61, May '35
agility
and skill, Beise, Dorothy and Peaseley, Virginia, 8: 133, Mar. '37
improved by class participation, Cozens, F. W., 2: 199, Mar. '31
Ainsworth, Dorothy S. 1: 112, Oct. '30
albuminuria
port-exercise, Hellebrandt, Frances A. and Meyer, Margaret H., 10: 15, Mar. '39
Alden, Florence D. 2: 38, Oct. '31; 3: 85, Mar. '32; 4: 60, Dec. '33
Alden, Mabel A. 3: 97, Dec. '32
Alexander, C. S. 10: 102, May '39
alkali reserve
relation to performance; Hewitt, J. E. and Callaway, E. C., 7: 83, Mar. '36

Allen, R. L. 7: 89, Oct. '36
Allman, D. I. 8: 79, May '37
Allphin, H. G. 7: 56, Dec. '36
Altenburg, W. J. 2: 61, May '31
Alway, Leonore K. 5: 110, Mar. '34
Amherst
physical education at, Nichols, Elizabeth C., 9: 88, May '38
anatomy
value of coloring slides in teaching, MacLean, W. P., 1: 78, Oct. '30
Anderson, Theresa W. 5: 49, Dec. '34; 7: 136, Mar. '36; 8: 69, Oct. '37
Anderson, W. G. 3: 81, Mar. '32
Andreas, L. P. 4: 78, Mar. '33
angles
in measurement of leg lift, Carpenter, Aileen, 9: 70, Oct. '38
Annett, T. 3: 183, May '32
anthropometry
body build women students Newcomb College, Gould, H. N., 3: 111, Oct. '32
body form and athletic achievement, Breitinger, E., 6: 85, May '35
changes in measures of University of Michigan students, Hoffman, C. J., 10: 84, Oct. '39
differences between Negro and white college men, Metheny, Eleanor, 10: 41, Dec. '39
history of, Krakower, H., 8: 85, Oct. '37
interrelations of last lumbar and sacrum, Bigelow, Mary D., 9: 15, May '38
interrelationships of measures, Allen, R. L., 7: 91, Oct. '36
measurements and gymnastic ability, Wettstone, E., 9: 121, Dec. '38
measurements of college women, case studies, Boillin, Mary L., 3: 173, May '32
measurement optimal proportions of adult body, Willoughby, D. P., 3: 48, Mar. '32
measures of vertebrae, McCloy, C. H., 9: 50, May '38
physical development of Bulgarian students, Mateeff, D., 10: 39, Oct. '39
physical growth of young colored women, Adams, E. H., 9: 102, Oct. '38
prediction of weight by, Quimby, R. C., 5: 91, Mar. '34
relation to foot spacing, Dickinson, A. D., 5: 12, Mar. '34 sup.
review of tests in, Krakower, H., 8: 54, Mar. '37
scoring key for college women, Wayman, Agnes R., 1: 78, Dec. '30
skeletal characteristics of high jumper, Krakower, H., 6: 75, May '35
used to predict heart size, Sterrett, J. E., 6: 110, Oct. '35 sup.
Apgar, Sara L. 10: 128, Oct. '39
apparatus
for study of motion picture films, Glassow, Ruth B. and Broer, Marion R., 9: 41, May '38
archery
achievement scale for, Hyde, Edith I., 8: 109, May '37
achievement test, Hyde, Edith I., 7: 70, Dec. '36
and reaction time, speed and agility, Beise, Dorothy and Peaseley, Virginia, 8: 136, Mar. '37
norms, Hyde, Edith I., 7: 72, Dec. '36
teaching of, Hyde, Edith I., 6: 104, Dec. '35
time allotment, LaPorte, W. R., 7: 113, Oct. '36
Armbruster, D. 10: 89, Mar. '39
Ashcraft, K. 9: 60, Mar. '38
athletes
and non-athletes, heart rate and external temperature, Wells, G., 3: 108, Dec. '32
and non-athletes, high school, height, weight, lung capacity, Rowe, F. A., 4: 108, Oct. '33
and non-athletic students and vocational success, Thisted, M. N., 4: 5, Oct. '33
and types of occupation after college, Thisted, M. N., 4: 5, Oct. '33
compared by pulse ratio, Tuttle, W. W. and Skien, J. S., 1: 23, Oct. '30
compared to non-athletes in exercise effects, Rothacher, J. L., 6: 62, May '35 sup.
compared to non-athletes in physical development, Wieneke, K., 3: 223, May '32
varsity and substitute players and oxygen consumption, Baldwin, F. M. and Shaw, R. J., 4: 27, Dec. '33

athletic ability (see also motor ability and athletic performance)
and posture, DiGiovanna, V. G., 2: 67, May '31
general test of, Cozens, F. W., 1: 38, Mar. '30
growth curves for, Courtis, S. A., 1: 97, Oct. '30
athletic equipment
gymnastics and field, Burkhardt, C. H., 5: 85, Oct. '34
athletic performance (see also athletic ability and motor ability)
and intelligence, DiGiovanna, V. G., 8: 96, Oct. '37
and physical fitness, Anderson, Theresa W., 7: 140, Mar. '36
and scholarship, Davis, E. C. and Cooper, J. A., 5: 68, Dec. '34
and strength and power, Carpenter, Aileen, 9: 22, Dec. '38
and vital capacity, Cureton, T. K., 7: 88, Dec. '36
effect of diet on, Dupain, G. Z., 10: 33, Dec. '39
effect of sugar ingestion on, Vogeler, R. F. and Ferguson, V. W., 3: 54, Dec. '32
effect of bodily proportions of negroes on, Metheny, Eleanor, 10: 41, Dec. '39
improved by class instruction, Cozens, F. W., 2: 199, Mar. '31
relation to physical education achievement, Brace, D. K., 2: 32, Oct. '31
standards for, Daughtrey, G., 7: 81, Oct. '36
strength, power, and femininity as factors influencing, Carpenter, Aileen, 9: 120, May '38
test of, Anderson, Theresa W., 7: 136, Mar. '36
athletics
administration of intercollegiate, DeGroat, H. S , 7: 14, Oct. '36
and publicity for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
arm strength, importance in, McCloy, C. H., 5: 3, Mar. '34
articles in education magazines, Shearer, Florence M., 7: 134, Mar. '36
Carnegie Foundation Study, The, Savage, H. J., 4: 15, Mar. '33
college alumni evaluate, Thisted, M. N., 3: 77, May '34
educational implications, Crisler, H. O., 4: 35, Mar. '33
for non-school girl, Committee A.P.E.A., 3: 79, Oct. '32
health safeguards for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
intercollegiate, administration of, Hughes, W. L., 2: 51, Mar. '31
intercollegiate for women, pros and cons of, Lee, Mabel, 2: 93, May '31
interrelationship of physical education and intramurals, Nichols, J. H., 3: 64, May '32
intramural, status of, Galligan, G. E., 9: 58, May '38
leadership standards for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
liability in, Barrett, V. F., 10: 99, Mar. '39
monograph on athletics for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
notes on history bibliography, Szukovathy, I., 8: 3, Mar. '37
opinions concerning ideal management, Penick, D. A., 4: 26, Mar. '33
participation and vocational success, Thisted, M. N., 4: 5, Oct. '33
problems in administration of, Hughes, W. L. and Grossman, L., 3: 70, May '32
rating scale for selecting managers, Nordly, C. L., 4: 111, Dec. '33
relations between winning games and vocational success, Thisted, M. N., 4: 5, Oct. '33
secondary schools, rules and regulations, Hair, J. W., 2: 42, Oct. '31
sport specialty and vocational success, Thisted, M. N., 4: 5, Oct. '33
standards for conduct of women's, Collins, Laurentine, 8: 17, May '37
state associations for, Hair, J. W., 2: 57, Oct. '31, Larsen, Margaret, 2: 63, Oct. '31
techniques of cinematographical research in, Cureton, T. K., Jr., 10: 3, May '39
use of motion pictures in, Palmer, Gladys E., 7: 159, Mar. '36
attitude
and interests and activities of boys, Cowell, C. C., 8: 158, May '37
and participation in physical education, Graybeal, Elizabeth, 7: 60, Dec. '36
of college girls unfavorable to physical education program, Alden, Mabel A., 3: 97, Dec. '32
of girls toward physical activities, Anderson, Theresa W., 5: 49, Dec. '34
of men students toward required physical education, Smith, W. R., 4: 246, Mar. '33
of University of Illinois students toward sports, Craig, H. W., 10: 143, May, '39
toward activities in program, Wiedamann, Inge Von L. and Howe, E. C., 8: 15, Mar. '37

Atwell, Ruth H. 1: 103, Oct. '30
awards
and point system for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
girls' athletic, in secondary schools, Larsen, Margaret, 2: 69, Oct. '31
in intercollegiate athletics, Degroat, H. S., 7: 26, Oct. '36
in interscholastic competition, Hair, J. W., 2: 51, Oct. '31
standards for women's athletics, Collins, Laurentine, 8: 46, May '37
Aycock, T. M. 3: 199, May '32

Back,
lower, studies of, Wellesley College Studies in Hygiene and Physical Education, 9: 108, Mar. '38 sup.
Baker, Gertrude M. 1: 122, Dec. '30
balance
tests of, Bass, Ruth I., 10: 33, May '39
Baldwin, F. M. 4: 26, Dec. '33
Barr, Margaret C. 4: 117, Oct. '33
Barrett, V. F. 10: 99, Mar. '39
baseball
age and skill in, Lehman, H. C., 9: 7, Oct. '38
comparison of number of games won at home and away from home, Cavins, H. M., 9 : 57, Dec. '38
knowledge and skill tests for, Rodgers, Elizabeth G. and Heath, Marjorie L., 2: 113, Dec. '31
knowledge test, Snell, Catherine, 7: 87, May '36; Rodgers, Elizabeth G., 10: 109, Mar. '39
manual habits of players, Vogel, O. H., 6: 15, Oct. '35 sup.
time allotment, LaPorte, W. R., 7: 120, Oct. '36
basketball
ability and posture, DiGiovanna, V. G., 2: 74, May '31
achievement scales in, Russell, Naomi and Lange, Elizabeth, 9: 43, Dec. '38
analysis of frequency of occurrence of technical elements, Wellesley College Studies in Hygiene and Physical Education, 9: 67, Mar. '38 sup.
and carry-over values, Edgren, H. D., 3: 159, Mar. '32
comparison of whole and part methods of learning, Cross T. J., 8: 49, Dec. '37
differences between two and three-court game for girls, Fish, Marjorie E., 9: 69, Dec. '38
distance traveled by Big Ten players, Messersmith, L. L. and Bucher, C. C., 10: 61, Oct. '39
distance traveled in playing, Messersmith, L. L. and Corey, S. M., 2: 57, May '31
effect of elimination of center jump, Frigard, W., 10: 150, May '39
effect of on physical development, Martie, J. E., 2: 86, May '31
effect of rule changes on distances traveled, Fay, P. J. and Messersmith, L. L., 9: 136, May '38
effect on physiological functions, Hodgson, Pauline, 10: 53, Oct. '39
girls' achievement test, Schwartz, Helen, 8: 152, Mar. '37
knowledge tests, Snell, Catherine, 7: 79, Mar. '36; 8: 153, Mar. '37
measurement of skills in fundamentals, Edgren, H. D., 3: 159, Mar. '32
physiological reaction following, Hodgson, Pauline, 7: 45, May '36
playing ability of college women, Glassow, Ruth B., Colvin, Valarie, and Schwarz, Marguerite M., 9: 60, Dec. '38
tests of ability, Edgren, H.D., 3: 159, Mar. '32; Young, Genevieve and Moser, Helen, 5: 3, May '34; Dyer, Joanna T., Schurig, Jennie C., and Apgar, Sarah L., 10: 128, Oct. '39
tests to measure progress, Edgren, H. D., 3: 159, Mar. '32
time allotment, LaPorte, W. R., 7: 119, Oct. '36
Bass, Ruth I. 8: 173, May '37; 10: 33, May '39
Bassett, Gladys 8: 60, Dec. '37
Bechtel, P. C. 8: 142, Oct. '37
Beebee, F. S. 9: 10, Mar. '38

behavior
of boy campers, Zander, A., 9: 128, May '38
Behrens, H. D. 2: 201, Mar. '31
Beise, Dorothy, 6: 39, May '35; 8: 133, Mar. '37
Bell, Margaret 5: 49, Mar. '34
Bell, W. M. 10: 137, May '39
belt technique
in measuring leg strength, Everts, E. W. and Hathaway, G. J., 9: 62, Oct. '38
Bender, W. R. G. 5: 72, Mar. '34 sup.
Benson, S. 1: 52, Dec. '30
Bezdek, H. 3: 33, May '32
bibliography
boxing, Lottinville, A. J., 9: 129, Oct. '38
graduate theses, Springfield College, 1929–1934, Affleck, G. B., 6: 126, May '35 sup.
dance in health, hygiene, and physiology, Magriel, P. D., 10: 113, May '39
folk dancing, success in teaching, Shambaugh, Mary E., 6: 33, Mar. '35
health education texts, Kilander, H. F., 10: 25, May '39
health, physical education, recreation, and related areas, Affleck, G. B., 1: 131, Oct. '30; Affleck, G. B., 2: 137, May '31; McCloy, C. H., 3: 3, Oct. '32; Affleck, G. B., 3: 122, Dec. '32; Affleck, G. B., 4: 118, Dec. '33; Affleck, G. B., 5: 127, Dec. '34; Affleck, G. B., 6: 137, Dec. '35; Greene, E. B. and McCloy, C. H., 7: 3, Dec. '36; Affleck, G. B., 7: 102, Dec. '36; Affleck, G. B., 8: 122, Dec. '37; Affleck, G. B., 9: 128, Dec. '38; Affleck, G. B., 10: 103, Dec. '39
literature of athletics for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
mental hygiene, Reckmeyer, Luella, 5: 99, Mar. '34 sup.
notes on history of sports, Szukovathy, I., 8: 3, Mar. '37
physical education literature, Sefton, Alice A., 6: 3, Dec. '35
skiing, Larkin, A. E., 6: 125, Dec. '35
social hygiene, Reckmeyer, Luella, 5: 99, Mar. '34 sup.
sports and outdoor recreation, Ranck, W. M., 6: 75, Mar. '35
standards for women's athletics, Collins, Laurentine B., 8: 64, May '37
Bigelow, Mary D. 9: 15, May '38
billiards
age and skill in, Lehman, H. C., 9: 14, Oct. '38
Blanchard, B. E. 7: 56, May '36
Blanchard, V. S. 3: 81, May '32; 4: 238, Mar. '33; 9: 77, Mar. '38
blood
effect of exercise on leucocyte count, Karpovich, P. V., 6: 42, May '35 sup.; Tuttle, W. W., 6: 37, Oct. '35 sup.
blood count
and exercise during menarche, Sinclair, Caroline B., 8: 32, Dec. '37
blood pressure
effect of changes in external temperature, Wells, G., 4: 162, Mar. '33
effect of exercise, Rothacher, J. L., 6: 62, May '35 sup.
effect of gravity and posture, Turner, Abby H., 1: 5, Dec. '30
effect of water polo, Elhardt, W. P. and Orth, O. S., 7: 99, May '36
following basketball, Hodgson, Pauline, 7: 48, May '36; 10: 53, Oct. '39
following work, Hodgson, Pauline, 7: 13, Mar. '36
measure in adolescence, Pennock, E. R., 6: 120, May '35 sup.
reliability of measurements, McCurdy, J. H. and Larson, L. A., 6: 3, May '35 sup.
under basal conditions, Hodgson, Pauline, 7: 11, Mar. '36
body build
and athletic achievement, Breitinger, E., 6: 85, May '35
and weight prediction, Wellesley College Studies in Hygiene and Physical Education, 9: 115, Mar. '38 sup.
chest size, vital capacity, and age, Louttit, C. M. and Halford, J. M., 1: 34, Dec. '30

history of methods of classifying, Krakower, H., 8: 85, Oct. '37
in adjusting norms of athletic ability, Cozens, F. W., 1: 38, Mar. '30
of football players, Gray, H., 7: 47, Oct. '36
Boillin, Mary L. 3: 173, May '32
Book Reviews
Anatomy
Anatomy and Physiology, Bundy, Elizabeth, 2: 168, May '31
Atlas of Human Anatomy, Williams, J. F., 7: 140, Oct. '36
Elementary Human Anatomy, Sibley, Katharine, 7: 143, Dec. '36
Handbook of Anatomy, Young, J. K., 2: 174, May '31
Physical Examinations and Diagnostic Anatomy, Slade, C. B., 1: 104, Mar. '30
Textbook of Anatomy and Physiology, A, Williams, J. F., 4: 152, Dec. '33
Athletics
Administration of High School Athletics, The, Forsythe, C. E., 10: 156, Oct. '39
Administration of Intramural Athletics for Men in Colleges and Universities, Nordly C. L., 8: 159, Oct. '37
Aims and Methods in School Athletics, Wingate Memorial Lectures, 1931–32, edited by Caulkins, E. D., 4: 249, Mar. '33
American College Athletics, Savage, H. J., 1: 100, Mar. '30
Athlete in the Making, The, Williams, J. F. and Nixon, E. W., 3: 155, Dec. '32
Athletics in Education, Williams, J. F. and Hughes, W. L., 1: 152, Oct. '30
Coaching High School Athletics, Campbell, W. G., Reed, R. K. and Jones, H., 4: 159, Oct. '33
Future of Interscholastic Athletes, The, Rogers, F. R., 1: 107, Mar. '30
Handbook of Athletic Activities for Women and Girls, 1933, Women's Rules and Editorial Committee, A.P.E.A., 4: 168, May '33
Intramural Activities—Their Organization and Administration in the Junior and Senior High School, Lindwall, R. E., 5: 140, Mar. '34
Intramural Athletics and Play Days, Draper, E. M. and Smith, G. M., 2: 228, Mar. '31
Literature of American School and College Athletics, The, Ryan, W. C., 1: 148, May '30
Olympic Coach, The, Robertson, L. and Sayger, H. E., 6: 157, Mar. '35
Principles of Women's Athletics, Somers, Florence A., 1: 137, Dec. '30
Track and Field, Paddock, C. W., 4: 152, Dec. '33
Track and Field Athletics, Bresnahan, G. T. and Tuttle, W. W., 8: 155, Oct. '37
Track and Field Athletics, Lowe, D. G. A., 7: 143, May '36
Track and Field for Women, Frymir, Alice W., 1: 158, Oct. '30
Track Athletics and Cross Country, Olds, L. W., 1: 147, May '30
Vaulting, McDowell, T., 3: 170, Dec. '32
Women and Athletics, Women's Division, National Amateur Athletic Federation, 1: 142, Dec. '30
Bacteriology
Elementary Bacteriology, Greaves, J. E. and Greaves, Ethelyn O., 3: 253, May '32
Textbook of Bacteriology, A, Rice, T. B., 7: 174, Mar. '36
Biology
General Biology, White, E. Grace, 5: 154, Dec. '34
Growing Up, de Schweinitz, K., 3: 162, Oct. '32
Camping
Boy's Book of Camp Life, The, Jessup, E., 1: 97, Mar. '30
Boyways: Leaves From a Camp Director's Diary, Hamilton, A. E., 1: 148, May '30
Camping and Character, Dimock, H. S. and Hendry, C. E., 1: 96, Mar. '30
Camping and Education, Mason, B. S., 1: 143, May '30
Education and the Summer Camp, Sharp, L. B., 1: 144, May '30
Handbook for Camp Counselors, Cassidy, Rosalind and Bemiss, H., 6: 168, Dec. '35
Keeping Campers Fit, Williams, Elena E., 6: 142, Oct. '35
Recreational Programs for Summer Camps, Gibson, H. W., 9: 157, Oct. '38
Woodcraft, Mason, B. S., 10: 156, Dec. '39

Character Education
Character Education on a Practicable Basis, Boysen, Agnes, 1: 145, May '30
Character Education, The Tenth Yearbook of the Department of Superintendence, N.E.A., 3: 169, Dec. '32
Character Education Through Physical Education, Nash, J. B., 3: 166, Dec. '32
Children
Child and Play, The, Rogers, J. E., 3: 167, Dec. '32
Child in America, The, Thomas, W. I. and Thomas, Dorothy S., 2: 228, Mar. '31
Common Sense and the Child, Mannin, Ethel, 3: 165, Oct. '32
Feeding Behavior of Infants, Gesell, A. and Ilg, Frances L., 8: 160, Oct. '37
Our Children—A Handbook for Parents—Child Study Association of America, 5: 133, May '34
Parent and the Happy Child, The, Pruette, Lorine, 4: 159, Oct. '33
Parents' Questions, Child Study Association of America, 7: 141, Dec. '36
Programs for Parents, Taylor, Nell B., 5: 144, Oct. '34
Special Education—The Handicapped and the Gifted, White House Conference, 3: 158, Oct. '32
Dance
American Indian Dance Steps, Evans, Bessie and Evans, May G., 3: 180, Mar. '32
Art of Social Dancing, The, Hostetler, L. A., 1: 156, Oct. '30
Character Dances for School Programs, Kozman, Hilda C., 7: 169, Mar. '36
Characteristic Rhythms for Children, Schmidt, Anna M. R. and Ashton, D., 2: 177, May '31
Correctives in Dance Form, Perry-Mansfield, (Book II 'Crescendo') Mansfield, Portia and Horst, L., 3: 169, Dec. '32
Dance as an Art Form, LaMeri, 5: 141, May '34
Dance in Art, Lampkin, Lucy, 7: 138, May '36
Dances of the People, Burchenal, Elizabeth, 6: 155, Mar. '35
Dancing in the Elementary Schools, Committee on Dancing, A.P.E.A., 5: 141, Mar. '34
Elementary Tap Dances, Ferguson, Katherine, 1: 159, Oct. '30
Elements of the Free Dance, Selden, Elizabeth, 1: 155, Oct. '30
Eurhythmics, Art and Education, Jaques-Dalcroze, E., 1: 139, Dec. '30; 2: 175, May '31
Folk Dances and Singing Games, Burchenal, Elizabeth, 6: 155, Mar. '35
Folk Dances of Germany, Burchenal, Elizabeth, 9: 168, Dec. '38
Fundamentals of Rhythm and Dance, Thompson, Betty L., 5: 138, Oct. '34
Group Instruction in Social Dancing, Ballwebber, Edith, 9: 155, Oct. '38
Illustrated Tap Rhythms and Routines, Ballwebber, Edith, 5: 136, Oct. '34
Legends and Dances of Old Mexico, Schwendener, Norma and Tibbels, Averil, 6: 131, May '35
Legend of the Moat, Partridge, Mary E. and Carter, Buenta, 4: 158, Oct. '33
Modern Dance, The, Martin, John, 5: 138, May '34
Modern Dance, Stewart, Virginia, 7: 140, May '36
National Dances of Ireland, Burchenal, Elizabeth, 1: 140, Dec. '30
Old Folk Dances from New Nations, Gates, Edith M., 3: 160, Dec. '32
Rhythm Book, Waterman, Elizabeth, 7: 139, Dec. '36
Rhythm of the Redmen, The, Buttree, Julia M., 1: 159, Oct. '30
Shawn, The Dancer, Dreier, Katharine S., 5: 139, Mar. '34
Singing Feet, Schwendener, Norma and Pulford, Bertha C., 9: 156, Oct. '38
Tap, Caper and Clog, Frost, Helen, 2: 162, Oct. '31
Tap Dances, Duggan, Anne S., 3: 164, Dec. '32
Tap Dancing, Hillas, Marjorie, 1: 158, Oct. '30
Tap Dancing, Wright, D., 4: 158, Oct. '33
Tap Dancing Fundamentals and Routines, Ballwebber, Edith, 2: 227, Mar. '31
Textbook of Social Dancing, Marsh, Agnes and Marsh, Lucile, 4: 175, May '33
Twenty-Five New Figure and Character Dances, Bell, Elizabeth T., 3: 250, May '32; 3: 251, May '32

Education
American School System The, Douglass, A. A., 6: 141, Oct. '35
Better Citizenship for Little Americans, Lawson, Edith W., 5: 141, Oct. '34
Education in Denmark, the Intellectual Basis of a Democratic Commonwealth, Boje, A. et al., 5: 142, May '34
Elementary School Life Activities, Vol. I, All School Activities, Borgeson, F. C., 3: 182, Mar. '32
Elementary School Life Activities, Vol. II, Group-Interest Activities, Borgeson, F. C., 3: 249, May '32
High School Curriculum Reorganization, North Central Association of Colleges and Secondary Schools, 4: 148, Dec. '33
History of Women's Education in the United States, A, Woody, T., 1: 107, Mar. '30
Industrial Arts for Public School Administrators, Bonser, F. C., 1: 144, Dec. '30
Research Memorandum of Education in the Depression, Educational Policies Commission, 8: 155, Dec. '37
State and Higher Education, The—Phases of Their Relationship, Kelly, F. J. and McNeely, J. H., 5: 142, Oct. '34
Student Participation in School Government, Vineyard, J. J. and Poole, C. F., 2: 230, Mar. '31
Studying the Major Subjects, Crawford, C. C., 2: 227, Mar. '31
Technique of Research in Education, The, Crawford, C. C., 2: 146, Dec. '31
Youth and His College Career, Seyfried, J. E., 5: 144, May '34
Emotions
Emotion and the Educative Process, Prescott, D. A., 9: 147, May '38
Emotional Hygiene: The Art of Understanding, Anderson, Camilla M., 9: 148, May '38
Emotions and Bodily Changes, Dunbar, H. F., 10: 159, Dec. '39
Facilities
Athletic Plant, The—Layout, Equipment, and Care, Lamar, E., 9: 144, May '38
Modern Trends in Physical Education Facilities for College Women, Houston, Ruth E., 10: 155, Oct. '39
Physical Education Facilities for the Modern Junior and Senior High School, Blair, H., 10: 154, Mar. '39
Physical Education Facilities for the Public Accredited High Schools of Alabama, Sharman, J. R., 2: 235, Mar. '31
Swimming, Diving, and Watersports—A Bibliography and Guide to Equipment and Supplies, Greenwood, Frances A., 7: 174, Mar. '36
Swimming Pool Standards, Luehring, F. W., 10: 155, Dec. '39
Games
Active Games and Contests, Mason, B. S. and Mitchell, E. D., 7: 170, Mar. '36
Game Preferences of 10,000 Fourth-Grade Children, Schwendener, Norma, 4: 149, Dec. '33
Games and Games Leadership, Smith, C. F., 4: 255, Mar. '33
Games for Rural Schools, Messenger, Myrtle Y., 10: 159, May '39
Greek Games, O'Donnell, Mary P. and Finan, Lelia M., 3: 156, Dec. '32
Indoor and Community Games, Hedges, S. G., 4: 175, May '33
Play Games and Other Activities, Wegener, A. B., 1: 133, Dec. '30
Story of the Olympic Games, Kieran, J., 8: 155, Dec. '37
Gymnastics (apparatus, tumbling)
Apparatus Activities, Mosscrop, Alfreda and Hardenbergh, Helen, 3: 176, Mar. '32
Bodenkunstturnen, Derbolav, W., 8: 158, Oct. '37
Correctives in Rhythmic Design, Book Three-Gymnastica, Perry-Mansfield, 5: 132 May '34
Expression-Gymnastics, Bode, R., 2: 158, Oct. '31; 2: 148, Dec. '31
Gymnastics, Tumbling, Pyramids, McColloch, J. H., 5: 139, Mar. '34
Play Gymnastics, McClow, L. L. and Anderson, D. N., 4: 174, May '33
Study of the History, Uses and Values of Apparatus in Physical Education, A, Zwarg, L. F., 2: 234, Mar. '31

Technique of Underwater Gymnastics, Lowman, C. L., Roen, Susan G., Aust, Ruth, and Paull, Helen G., 8: 154, Dec. '37
Theorie der Gymnastic, Diem, C., 4: 150, Dec. '33
Tumbling for Students and Teachers, Harby, S. F., 3: 160, Oct. '32

Health

Administration of the School Health Program, The, White House Conference on Child Health and Protection, 4: 156, Oct. '33
Alcohol and Man: Effects of Alcohol on Man in Health and Disease, Emerson, H. and Associates, 4: 156, Oct. '33
Allergy and Applied Immunology, Vaughn, W. T., 3: 252, May '32
Child and the Tuberculosis Problem, The, Myers, J. A., 3: 171, Dec. '32
Child Health, Selbert, Norma, 2: 179, May '31
Child's Book on the Teeth, A, Ferguson, H. W., 3: 159, Dec. '32
Communicable Disease Control, Committee on Communicable Disease Control of White House Conference on Child Health and Protection, 3: 174, Mar. '32
Duties of Ohio Public Health Commissioners, The, Charters, W. W. and Hindman, D. A., 5: 151, Dec. '34
Education for Healthful Living in the Public Schools of Bellevue-Yorkville 1927–1931, Lamkin, Nina B., 4: 158, Oct. '33
First Aid Afield, Gartner, P. E., 6: 169, Dec. '35
First Aid Textbook, American Red Cross, 4: 155, Dec. '33
Foundations of Health, Rathbone, Josephine L., Bacon, F. L., and Keene, C. H., 4: 153, Dec. '33
Fundamentals of Health, Kirkpatrick, T. B. and Huettner, A. F., 3: 181, Mar. '32
Growing Straight, Williams, Maud S., 1: 141, Dec. '30
Handbook of Health Education, Grout, Ruth E., 8: 158, Mar. '37
Health and Control, Williams, J. F. and Dansdill, Theresa, 1: 155, Oct. '30
Health and Happiness, Williams, J. F. and Dansdill, Theresa, 1: 136, Dec. '30
Health and Home Nursing, Douglas, George M., 3: 162, Dec. '32
Health and Human Welfare, Burkard, W. E., Chambers, R. L., and Maroney, F. W., 3: 172, Mar. '32
Health and Its Maintenance, Dyment, Bertha S., 6: 167, Dec. '35
Health and Service, Williams, J. F. and Dansdill, Theresa, 1: 155, Oct. '30
Health Education, Bednar, Christine, 2: 144, Dec. '31
Health Education of the Public, Bauer, W. W. and Hull, T. G., 8: 157, Oct. '37
Health Education in an American City, Bache, Louise F., 6: 143, Oct. '35
Health Facts for College Students, Etheredge, Maude L., 5: 156, Dec. '34
Health Guides and Guards, Wall, F. P. and Zeidberg, L. D., 10: 158, Mar. '39
Health in Colleges, President's Committee of Fifty on College Hygiene, 8: 155, Oct. '37
Health Instruction Guide for Elementary School Teachers, A, Pinckney, Jeanie, Miller, Alice H., and Pettus, Nancy H., 4: 153, Dec. '33
Health Misconceptions of Prospective Teachers, Rhoton, P., 5: 134, May '34
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Health, Public and Personal, Blount, R. E., 2: 173, May '31
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School Nursing, Chayer, Mary E. and Tucker, Katharine, 3: 175, Mar. '32
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Some Biting Remarks, Goldsmith, H., 2: 177, May '31
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Your Chest Should be Flat, Weisman, S. A., 10: 159, Mar. '39

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Hygiene, Meredith, Florence L., 4: 251, Mar. '33
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Personal Hygiene for Nurses, Egbert, Seneca, 1: 145, May '30
Principles of Hygiene, Storey, T. A., 1: 134, Dec. '30; 7: 141, May '36
Racial Hygiene, Rice, T. B., 1: 154, Oct. '30
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Injuries and Sports, Heald, C. B., 3: 251, May '32

Measurement
Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools, Neilson, N. P. and Cozens, F. W., 6: 127, May '35
Determination of the Interrelations, Partial and Multiple, Between Various Anthropometric Measurements of College Women, Boillin, Mary L, 2: 178, May '31
Gates-Strang Health Knowledge Test, 2: 230, Mar. '31
Health Education Tests, Franzen, R., 2: 229, Mar. '31
Measurement of Athletic Power, The, McCloy, C. H., 3: 163, Oct. '32
Measurement of General Athletic Ability in College Men, The, Cozens, F. W., 1: 103, Mar. '30
Measurement of Man, The, Harris, J. A., Jackson, C. M., and Scammon, R. E., 2: 171, May '31
Measurement of Outcomes of Physical Education for College Women, Graybeal, Elizabeth, 8: 157, Dec. '37
Measurement of the Achievement in Motor Skills of College Men in the Game Situation of Basketball, Howard, G. W., 9: 160, Mar. '38
Physical Capacity Tests, Rogers, F. R., 2: 235, Mar. '31
Problem Manual in Physical Education Measurements, Cozens, F. W., 3: 163, Oct. '32
Relation of Various Anthropometric Measurements of Selected College Women to Success in Certain Physical Activities, The, Beall, Elizabeth, 10: 158, Oct. '39
Test for Measuring the Physical Capacity of Secondary School Boys, A, MacCurdy, H. L., 6: 165, Dec. '35
Tests and Measurements, Palmer, Irene, 4: 171, May '33
Tests and Measurements in Health and Physical Education, McCloy, C. H., 10: 155, Dec. '39
Tests and Measurements in Physical Education, Bovard, J. F. and Cozens, F. W., 2: 231, Mar. '31; 9: 146, May '38
Width—Weight Tables, Pryor, Helen B., 7: 143, Oct. '36

Mental Hygiene
Mental Health, Its Principles and Practice, Howard, F. E. and Patry, F. L., 6: 143, Oct. '35
Mental Health Through Education, Ryan, W. C., 9: 167, Dec. '38
Mental Hygiene of the School Child, Symonds, P. M., 5: 155, Dec. '34; 6: 152, Mar. '35
Mental Hygiene in the Community, Bassett, Clara, 6: 156, Mar. '35
Peace of Mind and Body, Walsh, W. S., 5: 138, May '34
Play and Mental Health; Principles and Practices for Teachers, Davis, J. E., 9: 146, May '38

Miscellaneous
Fabrics and Clothing, MacBride, Sarah and McGowan, Ellen, 3: 178, Mar. '32
Luther Halsey Gulick, Dorgan, Ethel J., 7: 168, Mar. '36
Practical Everyday Chemistry, Bennett, H., 6: 160, Mar. '35
Tait McKenzie—A Sculptor of Youth, Hussey, C., 3: 250, May '32

Textiles and Clothing, McGowan, Ellen and Waite, Charlotte A., 3: 178, Mar. '32
Visual Fatigue of Motion Pictures, The, Singer, A. E., 5: 139, May '34
Nutrition
ACH Index of Nutritional Status, The, Frazen, R. and Palmer, G., 5: 142, May '34
Food, Nutrition, and Health, McCollum, E. V. and Becker, J. Ernestine, 6: 132, May '35
Living the Liver Diet, Miner, E. A., 3: 175, Mar. '32
Normal Diet, The, Sansom, W. D., 1: 134, Dec. '30
Nutrition and Food Chemistry, Bronson, B. S., 2: 180, May '31
Nutrition and Physical Fitness, Bogert, L. Jean, 4: 250, Mar. '33
Nutrition, League of Nations Committee on the Relation of Nutrition to Health, Agriculture, and Economic Policy, 8: 157, Dec. '37
Physical Measures of Growth and Nutrition, Franzen, R., 1: 99, Mar. '30
Tables of Food Values, Bradley, Alice V., 4: 251, Mar. '33
Teaching Nutrition to Boys and Girls, Rose, Mary S., 8: 192, May '37
Vitamins, The, Sherman, H. C. and Smith, S. L., 2: 152, Oct. '31
Orthopedics
Body Mechanics: Education and Practice, Sub-Committee on Orthopedics and Body Mechanics of the White House Conference on Child Health and Protection, 3: 254, May '32
Corrective Physical Education, Rathbone, Josephine M., 5: 153, Dec. '34
Crippled Children, McBride, E. D., 2: 166, May '31
Diagnosis and Treatment of Postural Defects, Phelps, W. M. and Kiphuth, R. J. H., 7: 140, Dec. '36
Individual Exercises, Stafford, G. T., DeCook, H. B., and Picard, J. L., 7: 173, Mar. '36
Individual Gymnastics, Drew, Lillian C., 1: 104, Mar. '30
Lateral Curvature of the Spine and Round Shoulders, Lovett, R. W., 2: 168, May '31
Oh, Doctor! My Feet!, Morton, D. J., 10: 158, Dec. '39
Orthopedics for the Teachers of Crippled Children, Boorstein, S. W., 7: 144, Oct. '36
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Spastic Child, The, Fischel, Marguerite K., 6: 159, Mar. '35
Teaching of Body Mechanics in Elementary and Secondary Schools, Howland, Ivalclare S., 7: 144, Dec. '36
Your Carriage Madam! A Guide to Good Posture, Lane, Janet, 6: 130, May '35
Personality
Anatomy of Personality, Haggard, H. W. and Fry, C. C., 7: 142, Dec. '36
Study of Personality Development in Adolescent Boys, A, Dimock, H. S., 9: 159, Mar. '38
Physical Diagnosis
Normal and Elementary Physical Diagnosis, Whitelaw, R. M. and Chenoweth, L. B., 5: 136, May '34
Normal Facts in Diagnosis, Harris and Finesilver, 1: 133, Dec. '30
Physical Diagnosis, Elmer, W. P. and Rose, W. D., 2: 167, May '31
Physical Diagnosis, Major, R. H., 8: 186, May '37
Physical Education
Administration of Health and Physical Education in New York, The, Jones, H. A., 6: 152, Mar. '35
Administration of Health and Physical Education, The, Williams, J. F., 6: 154, Mar. '35
Administration of Health and Physical Education for Men in Colleges and Universities, The, Hughes, W. L., 4: 252, Mar. '33

Administration of Health and Physical Education in Colleges, Hughes, W. L., 7: 141, Oct. '36
Administration of Physical Education, The, Nash, J. B., 3: 179, Mar. '32
Conduct of Physical Education, The, Lee, Mabel, 9: 159, Mar. '38
Deeper Meaning of Physical Education, The, Matthias, E., 1: 99, Mar. '30
Education Through Physical Education: Its Organization and Administration for Girls and Women, Wayman, Agnes R., 5: 139, Oct. '34
Educational Objectives of Physical Activity, Rogers, F. R., 1: 98, Mar. '30
Enriched Teaching of Physical Education in the High School, Woodring, M. N. and Schwendener, N., 1: 99, Mar. '30; 1: 147, May '30
Fundamental Administrative Measures in Physical Education, Rogers, F. R., 3: 172, Dec. '32
Fundamentals in Physical Education, Glassow, Ruth B., 4: 170, May '33
Fundamentals of Physical Education, Deaver, G. G., 10: 157, May '39
Graded Lessons in Fundamentals of Physical Education, Baker, Gertrude M., Warnock, Florence M., and Christensen, Grace D., 10: 154, Mar. '39
Greek Physical Education, Forbes, C. A., 1: 143, Dec. '30
Harmonious Development of Women's Bodies, Bloch, Alice, 8: 190, May '37
Health and Physical Education for Public School Administrators, Williams and Brownell, 1: 139, Dec. '30
Health and Physical Education for Small Schools, Broady, Lois P., 9: 143, May '38
Introduction to Physical Education, An, Nixon, E. W. and Cozens, F. W., 6: 170, Dec. '35
Introduction to Physical Education, Sharman, J. R., 5: 155, Dec. '34
Kindersturnstunden 4, Schuljahr, Gaulhofer and Streicher, M., 7: 171, Mar. '36
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Methods in Physical Education, Williams, J. F., Dambach, J. I. and Schwendener, Norma, 3: 159, Oct. '32
Mind—Body Relationships, Nash, J. B., 2: 160, Oct. '31
Modern Principles of Physical Education, Sharman, J. R., 9: 143, May '38
Nature and Scope of Examinations, Nash, J. B., 2: 161, Oct. '31; 3: 177, Mar. '32
New Directions of Physical Education for the Adolescent Girl in High School and College, Cassidy, Rosalind, 9: 169, Dec. '38
Outline of Physical Education for First and Second Grades, An, Andersen, Leonora and McKinley, Florence, 1: 157, Oct. '30
Organization and Administration of Physical Education, Voltmer, E. F. and Esslinger, A. A., 9: 154, Oct. '38
Physical Education Activities, Cramlet, T. and Hinote, R., 3: 165, Dec. '32
Physical Education Activities for Girls in Junior and Senior High School, Powdermaker, Theresa, 10: 158, Mar. '39
Physical Education for Elementary Schools, Neilson, N. P. and Van Hagen, Winifred, 2: 232, Mar. '31
Physical Education for the Classroom Teacher, LaSalle, Dorothy, 8: 153, Dec. '37
Physical Education for the Preparation of General Elementary School Teachers, Jameson, Emily D., 2: 169, May '31
Physical Education in America, Bijhouwer, T. Alida, 2: 144, Dec. '31
Physical Education in the Elementary Grades, Hinman, S., 10: 159, May '39
Physical Education Teaching Manual, Rugen, Mabel E. and Saurborn, Jeannette B., 7: 144, May '36
Physical Training, Games and Athletics in Schools, Davies, M. B., 2: 174, May '31
Principles of Physical Education, Williams, J. F., 9: 168, Dec. '38

Professional Education of Men Teachers of Physical Education in Prussia, Oktavec, F. L., 1: 103, Mar. '30
Professional Preparation, Nash, J. B., 7: 137, May '36
Score Card for Evaluating Physical Education Programs for High School Boys, A, California State Department of Education, Division of Health and Physical Education, 3: 182, Mar. '32
Spectatoritis, Nash, J. B., 3: 161, Dec. '32
Symposium of Physical Education and Health, Nash, J. B., 1: 151, Oct. '30
Textbook of Physical Education, A, Williams, J. F., 10: 157, Dec. '39

Physiology
Applied Physiology of Exercise, Lipovetz, F. J., 10: 157, Mar. '39
Exercise and Its Physiology, Gould, A. G. and Dye, J. A., 4: 155, Dec. '33
Fizjologia Pracy, (Physiology of Work) Missiuro, V., 10: 162, May '39
Human Mechanism, The, Hough, T., Sedgewick, W. T., and Waddell, J. A., 1: 142, May '30
Introduction to Human Physiology, An, Crandall, L. A., 7: 175, Mar. '36
Laboratory Manual in College Physiology, Hickman, C. P., 1: 145, Dec. '30
Materials of Life, The, Parsons, T. R., 2: 236, Mar. '31
Physical Education—Physiology of Exercise, Lipovetz, F. J., 3: 163, Dec. '32
Physiology, Mottram, V. H., 1: 98, Mar. '30
Physiology and Anatomy, Greisheimer, Esther M. and Blount, R. F., 5: 134, May '34
Physiology of Exercise, The, McCurdy, J. H. and Larson, L. A., 10: 157, Oct. '39
Physiology of Muscular Activity, Schneider, E. C., 6: 165, Dec. '35; 10: 158, Dec. '39
Physiology of Muscular Exercise, The, Bainbridge, F. A., 3: 161, Oct. '32
Physiology of Physical Education, Dawson, P. M., 7: 139, May '36
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Textbook of Physiology, A, Howell, W. H., 5: 135, May '34

Psychology
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Human Mind, The, Menninger, K. A., 1: 151, Oct. '30
Mental Aspects of Stammering, Bluemel, C. S., 2: 233, Mar. '31
Nature of Conduct, Symonds, P. M., 2: 229, Mar. '31
Psychology for Nurses, Moss, F. A., 2: 167, May '31
Reflex Action, Fearing, F., 1: 142, May '30

Recreation
American Costume Book, The, Haire, Frances H., 6: 156, Mar. '35
Art of Directing Plays, The, Ashton, D. C., 3: 161, Oct. '32
Basket Pioneering, Couch, Osma P., 5: 140, May '34
Charges and Fees, National Recreation Association, 3: 157, Dec. '32
Dramatics, LeCompte, Pearle, 3: 178, Mar. '32
Drums, Tomtoms, and Rattles, Mason, B. S., 10: 160, May '39
Financing Municipal Recreation, Huus, R. O., 7: 172, Mar. '36
Fist Puppetry, Milligan, D. F., 10: 159, Mar. '39
Good Times for All Times, Lamkin, Nina B., 1: 107, Mar. '30
Handicrafts As a Hobby, Dodds, R. E., 10: 156, Dec. '39
Health Through Leisure-Time Recreation, Gates, Edith M., 3: 173, Mar. '32
Leisure Hours of 5000 People, The—Report of a Study of Leisure-Time Activities and Desires, National Recreation Association, 6: 158, Mar. '35
Nature Guiding on Wheels, Vinal, W. G., 8: 162, Mar. '37
New Leisure Challenges the Schools, The, Lies, E. T., 5: 140, Oct. '34
Organizations for Youth, Pendry, Elizabeth and Hartshorne, H., 7: 168, Mar. '36
Partners in Play, Breen, Mary J., 6: 164, Dec. '35; 8: 163, Mar. '37
Principles and Practices of Recreational Therapy for the Mentally Ill, Davis, J. E., 8: 160, Mar. '37
Recreational Swimming Activities, Cureton, T. K. Jr., 2: 151, Dec. '31

Recreative Athletics, Playground and Recreation Association of America, 1: 102, Mar. '30
Songs for the School Year, Dare, G. S., 2: 178, May '31
Sports for Recreation and How to Play Them, Mitchell, E. D., 8: 158, Mar. '37
Theory of Play, The, Mitchell, E. D. and Mason, B. S., 6: 128, May '35
Y.M.C.A. Physical Director, The, Bartlett, L. W. and Boyd, A. W., 1: 152, Oct. '30

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Habits for Safety, Gentles, H. W. and Betts, G. H., 3: 155, Dec. '32
Safety and Health in Organized Camps, Sanders, J. E., 3: 256, May '32
Safety and Health of the School Child, Rogers, J. F., 5: 133, May '34
Safety Education, Stevenson, Idabelle, 2: 166, May '31
Safety Education in Schools, Sub-Committee of White House Conference on Child Health and Protection, 4: 250, Mar. '33
Safety in Physical Education in Secondary Schools, Lloyd, F. S., 5: 138, Mar. '34

Sex Education
Sex Education Series, Rice, T. B., 5: 140, May '34
Sexual Side of Marriage, Exner, M. J., 3: 158, Dec. '32

Sociology
Art of Being a Woman, The, Knopf, Olga, 3: 167, Dec. '32
Can Delinquency Be Measured?, Robison, Sophie M., 8: 191, May '37
How Men Have Lived, Young, C. V. P., 2: 176, May '31
Negro in Modern Industrial Society, The, Dutcher, D., 2: 175, May '31
Social Worker, The: In Group Work, Williamson, Margaretta, 1: 147, May '30
Society in Action, Halter, Helen, 7: 141, Dec. '36

Special Programs
Assemblies for Junior and Senior High Schools, Galvin, Eileen H. and Walker, M. Eugenia, 1: 146, May '30
English May Festival, An, Taft, L., 1: 102, Mar. '30
Folk Festivals for Schools and Playgrounds, Shambaugh, Mary E., 4: 175, May '33
Mother Goose May Day, Turner, Kathleen and Willis, Marguerite, 1: 102, Mar. '30
Pageant of the Season, A, Holmes, Ethel E. and Carey, Nina G., 1: 102, Mar. '30
Programs for Special Occasions, A, Kennedy, Marion and Bemis, K. F., 1: 102, Mar. '30
School Festival, The, Linnell, Adelaide, 2: 157, Oct. '31

Sports
Archery Simplified, Rounsevelle, P., 2: 151, Dec. '31
Aquatics Guide No. 125R, The, Woman's Athletic Activities Series, 4: 256, Mar. '33
Art of the Foil, The, Barbasetti, L., 4: 170, May '33
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Basketball for Coaches and Players, Veenker, G. F., 1: 105, Mar. '30
Book of Fencing, The, Cass, Eleanor B., 1: 135, Dec. '30
Book of Major Sports, The, Hughes, W. L., 10: 157, May '39
Boxing Simplified, Kennedy, C. E., 2: 173, May '31
Ciné Sports Library, Cromwell, D. B., 10: 156, Oct. '39
Coaching of Boxing, Johnstone, J., 4: 256, Mar. '33
Coaching of Soccer, Coyer, H. E., 8: 159, Oct. '37
Curriculum in Sports, The, Staley, S. C., 6: 140, Oct. '35
Die Sportärtzliche Untersuchung, Arnold, A., 6: 171, Dec. '35
Ditto Practice Lessons in Football, Kent, M. A., 6: 144, Oct. '35
Elements of Canoeing, The, Pulling, A. V. S., 5: 136, May '34
Field Hockey for Coaches and Players, Burr, Hilda V., 1: 145, Dec. '30
Football Line Play, Oakes, B. F., 3: 164, Dec. '32
Football Plays for Boys, Barbour, R. H. and Sarra, L., 5: 137, Oct. '34

Football Quizzer for 1930, The, Sheeley, W. J., 1: 144, Dec. '30
Fundamental Handball, Phillips, B. E., 9: 167, Dec. '38
Fundamentals of Fencing, Johnstone, J., 3: 252, May '32
Golf for Beginning Players, Stein, Jennette and Waterman, Emma F., 7: 142, Oct. '36
Handbook of Basketball for Women, A, Von Borries, Eline, 1: 95, Mar. '30
Hockey, Shoveller, S. H. and Pollard, Marjorie, 7: 142, Oct. '36
How to Teach Swimming and Diving, Cureton, T. K., 5: 143, Oct. '34
Ice Hockey, Sayles, A. and Hallock, G., 3: 172, Mar. '32
Modern Basketball for Girls, Meissner, Wilhelmine and Myers, Elizabeth Y., 6: 164, Dec. '35
Modern Swimming and Diving, Riggin, Aileen, 2: 150, Dec. '31
Modern Wrestling for the High School and College, Otopalik, H., 5: 143, Mar. '34
More about Riding Forward, Littauer, V. S., 10: 161, May '39
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Outdoor Baseball, In Athletic Activities for Women, 1: 95, Mar. '30
Practical Basketball, Lambert, W. L., 5: 136, Oct. '34
Primitive and Pioneer Sports, Mason, B. S., 9: 145, May '38
School for Riding, Kournakoff, S., 10: 160, Oct. '39
Selected Recreational Sports for Girls and Women, Post, Julia H. and Shirley, Mable J., 6: 154, Mar. '35
Side Saddle, Houblon, Doreen A., 10: 160, Mar. '39
Six-Man Football, Epler, S., 10: 159, Oct. '39
Skiing—A Handbook for Teachers, Holm, Ingrid, 8: 187, May '37
Soccer for Junior and Senior High Schools, Caswell, J. E., 4: 155, Oct. '33
Sport in America, Diem, C., 3: 249, May '32
Sports of the World, Trimble, L., 10: 157, Dec. '39
Students' Handbook of Archery, Rounsevelle, P., 4: 149, Dec. '33
Swimming and Water Safety, Boy Scouts of America, 2: 152, Oct. '31
Swimming—Its Teaching, Management, and Program Organization, Daviess, Grace B., 3: 165, Oct. '32
Teaching of Archery, Craft, D. and Craft, Cia, 8: 157, Mar. '37
Team Sports for Women, Frymir, Alice and Hillas, Marjorie, 7: 176, Mar. '36
Tennis Organized for Group Instruction, Randall, Dorothy D. and Hillas, Marjorie, 3: 160, Dec. '32
Theory and Practice of Fencing, Castello, J. M., 8: 186, May '37
Theory and Technique of Women's Basketball, The, Fish, Marjorie E., 1: 96, Mar. '30
Volleyball—A Man's Game, Laveaga, R. E., 4: 153, Oct. '33
Winning Basketball, Holman, N., 4: 151, Dec. '33
Bookwalter, K. W. 6: 59, Mar. '35; 10: 119, Oct. '39
bowling
age and skill in, Lehman, H. C., 9: 12, Oct. '38
boxing
age and skill in, Lehman, H. C., 9: 8, Oct. '38
bibliography, Lottinville, A. J., 9: 129, Oct. '38
history of Greek, Woody, T., 7: 8, May '36
time allotment, LaPorte, W. R., 7: 117, Oct. '36
boys
activities and interests of, Cowell, C. C., 8: 158, May '37
activities evaluated, Committee on Curriculum Research, 2: 115, Mar. '31
baseball, knowledge and skill tests for, Rodgers, Elizabeth G. and Heath, Marjorie L., 2: 113, Dec. '31
classification batteries for, Kistler, J. W., 8: 11, Dec. '37
dancing for, LaSalle, Dorothy, 2: 46, Dec. '31
interests and participation in physical activities, Clevett, M. A., 5: 27, Oct. '34
physical and motor traits in junior high school, Ragsdale, C. E. and Breckenfield, I. J., 5: 47, Oct. '34

Brace, D. K. 2: 32, Oct. '31
breath holding
study of, Lux, L. H., 6: 61, May '35 sup.
breathing (see also respiration)
changed by training, Schneider, E. C., 1: 1, Mar. '30
during swimming, Cureton, T. K. Jr., 1: 54, Mar. '30
Breckenfeld, I. J. 5: 47, Oct. '34
Breitinger, E. 6: 85, May '35
Bresnahan, G. T. 5: 5, Mar. 34 sup.
Bristow, W. H. 3: 99, May '32
Broer, Marion R. 9: 41, May '38
Brogdon, Elizabeth 5: 52, May '34
Bronson, Alice O. 5: 112, Mar. '34
Brown, E. J. 2: 80, May '31
Brown, Margaret C. 6: 69, Dec. '35; 9: 73, Oct. '38
Browne, A. D. 2: 128, May '31; 2: 119, Oct. '31
Browne, R. L. 6: 121, May '35
Brownell, C. L. 2: 9, Mar. '31; 3: 107, May '32
Bucher, C. C. 10: 61, Oct. '39
Buck, Nadine 7: 36, Oct. '36
buildings
New Indoor Athletic Building, Harvard, Fradd, N. W., 3: 142, May '32
Bullock, Marguerite 4: 60, Dec. '33
buoyancy
Measurement of in women, Rork, Rozelle and Hellebrandt, Frances A., 8: 19, Dec. '37
Burge, E. L. 9: 45, Oct. '38
Burge, W. E. 9: 45, Oct. '38
Burkhardt, C. H. 5: 85, Oct. '34
Burnett, J. H. 4: 91, Oct. '33
Burpee, R. H. 7: 110, Mar. '36

Cahn, L. J. 10: 92, May '39
Caldwell, Grace M. 3: 85, Mar. '32
Callaway, E. C. 7: 83, Mar. '36
Cameron, F. E. 6: 96, Oct. '35 sup.
camping
activity participation, Curtis, H. S., 7: 102, May '36
behavior study of boy campers, Zander, A., 9: 128, May '38
vitality index of campers, Alexander, C. S., 10: 102, May '39
cardiac efficiency
validity of test of, Henry, F. M. and Kleeberger, F. L., 9: 32, Mar. '38
cardio-respiratory function
and posture, Cyriax, E., 7: 74, Dec. '36
changes due to conditioning, Schneider, E. C., 1: 1, Mar. '30
cardiovascular measures
and endurance, Wellesley College Studies in Hygiene and Physical Education, 9: 10, Mar. '38 sup.
comparison of, McCurdy, J. H. and Larson, L. A., 8: 3, May '37
Carpenter, Aileen 8: 130, Mar. '37; 9: 120, May '38; 9: 70, Oct. '38; 9: 3, Dec. '38
Cassidy, Rosalind 1: 86, May '30; 9: 38, Dec. '38
Cavins, H. M. 9: 57, Dec. '38
center of gravity
relation to posture, fitness, and athletic ability, Cureton, T. K. Jr. and Wickens, J. S., 6: 93, May '35 sup
Chamberlain, C. G. 1: 118, May '30; 2: 193, Mar. '31

character
development of, McCloy, C. H., 1: 41, Oct. '30; Lloyd, F. S., 5: 3, Dec. '34 sup.
general elements in, McCloy, C. H., 6: 99, Oct. '35 sup.
scale for measuring, Blanchard, B. E., 7: 60, May '36; O'Neel, F. W., 7: 67, May '36
symposium on growth and development, Steinhaus, A. H., Freeman, F. N., and Wanamaker, Claudia, 5: 18, Dec. '34 sup.
Charlesworth, J. E. 10: 150, Mar. '39
Chenoweth, L. B. 1: 46, Dec. '30
Chevraux, Grace E. 5: 44, May '34
children
activity interests of, McMurray, R. J., 10: 117, Mar. '39
incidence of flat feet among, Irwin, L. W., 8: 49, Mar. '37
patterns of throwing, Wild, Monica R., 9: 20, Oct. '38
physical and health education for, Cowell, C. C., 2: 90, Dec. '31
popular games of low organization, Ekdahl, G. C., 10: 120, Mar. '39
postural deviation in, Frost, Loraine H., 1: 29, Mar. '30
rate of development of heart, Karpovich, P. V., 8: 33, Oct. '37
role of fantasy in play, Davis, J. E., 1: 34, Mar. '30
chinning
energy cost of, Hamlin, H. E. and Waterman, F. A., 7: 75, Oct. '36
Christenson, C. H. 4: 89, Dec. '33
cinematography
techniques of in athletic research, Cureton, T. K. Jr., 10: 3, May '39
circulation
effect of standing on, Turner, Abby H., 1: 5, Dec. '30
Civilian Conservation Corps
contribution to physical fitness, Walker, G. A., 10: 97, May '39
Clarke, H. H. 3: 218, May '32; 4: 91, Mar. '33; 4: 99, Oct. '33; 6: 27, Mar. '35; 9: 25, Oct. '38
classification
and motor educability, McCloy, C. H., 8: 48, Oct. '37
batteries for high school boys, Kistler, J. W., 8: 11, Dec. '37
by general athletic ability, Cozens, F. W., 1: 38, Mar. '30
by motor ability test, Alden, Florence D., Horton, Margery O., Caldwell, Grace M., 3: 85, Mar. '32
devices for girls, Anderson, Theresa, 8: 70, Oct. '37
factors for girls, Adams, Eleonore G., 5: 95, May '34
for competition, Cozens, F. W., Trieb, M. H., and Neilson, N. P., 7: 36, Mar. '36
for purpose of assigning marks, Russell, Naomi and Lange, Elizabeth, 9: 43, Dec. '38
methods for physical education, Kistler, J., 5: 42, Mar. '34
of boys for physical education, Bookwalter, K. W., 10: 119, Oct. '39
standards for women's athletics, Collins, Laurentine, 8: 32, May '37
tests for sectioning classes, Johnson, G. B., 3: 128, Mar. '32
Clements, W. S. 8: 55, Dec. '37
Clevett, M. A. 2: 104, Dec. '31; 3: 121, Mar. '32; 5: 27, Oct. '34; 5: 46, Dec. '34 sup.; 5: 56, Dec. '34 sup.
Cobb, Louise S. 10: 20, Dec. '39
Codwell, J. E. 10: 115, May '39
Coe, D. E. 4: 94, May '33
coeducation
in college physical education, Cobb, Louise S., 10: 20, Dec. '39
cold
effect on breathing in swimming, Cureton, T. K., 1: 54, Mar. '30
cold packs
effect on muscle activity, Kenefick, Thelma M. and Denkmann, Dorothy, 5: 92, Mar. '34 sup.
Coleman, J. W. 8: 123, Oct. '37

college
students, health knowledge, Kilander, H. F., 8: 3, Oct. '37
college physical education
activity program for, LaPorte, W. R., 8: 95, Mar. '37
entrance credit for, Brownell, C. L., 2: 9, Mar. '31; Nichols, J. H., 2: 15, Mar. '31
relation to leisure time activities, Cotteral, Donnie, 7: 94, Mar. '36
safety in, Eastwood, F. R., 8: 144, May '37
status of women's, Marshall, Violet B., 7: 3, Oct. '36
Collins, Laurentine B. 2: 85, Oct. '31; 5: 111, Dec. '34; 8: 17, May '37
Colvin, Valarie, 9: 60, Dec. '38
Committee on Athletics for Girls and Women, A.P.E.A. 3: 79, Oct. '32
Committee on College Entrance Credits 1: 10, May '30; 2: 179, Mar. '31
Committee on Construction and Material Equipment 1: 41, May '30; 2: 180, Mar. '31
Committee on Curriculum Research 1: 15, May '30; 2: 115, Mar. '31
Committee on Dancing in Elementary Schools 2: 5, Dec. '31
Committee on Terminology 2: 175, Mar. '31
comparograph
for measuring posture, Korb, E. M., 10: 142, Mar. '39
competition
in women's intercollegiate athletics, Lee, Mable, 2: 93, May '31
rules and regulations for, in Secondary Schools, Hair, J. W., 2: 42, Oct. '31
standards for women's athletics, Collins, Laurentine, 8: 41, May '37
condition
strength tests to indicate physical, Rogers, F. R., 5: 43, Oct. '34
conditioning (see also training)
effects on exercise metabolism, Schneider, E. C., 1: 1, Mar. '30
Conn, Elisebeth 10: 66, Dec. '39
Cooke, D. H. 8: 94, May '37
Cooper, Bernice, I. 8: 150, May '37
Cooper, J. A. 5: 68, Dec. '34
coordination
development by polyrhythmics, Rath, E., 1: 9, Mar. '30
effects of fear on, Jackson, C. O., 4: 71, Dec. '33
motor, Affleck, G. B., 2: 60, Mar. '31
sensori-motor, as a factor analysis component, Wendler, A. J., 9: 64, Mar. '38
tests in swimming, Wilson, C. T., 5: 81, Dec. '34
Corey, S. M. 2: 57, May '31
Corleaux, J. F. 6: 24, Mar. '35
Cornely, P. B. 10: 101, Oct. '39
Cornwell, O. K. 4: 126, Mar. '33
correctives
the individual physical education program, Metcalf, H. G., 4: 110, Mar. '33
value of posture, Tisdale, Hope, 5: 56, Oct. '34
cortex
effect of exercise, fatigue, and exhaustion on, Burge, W. E. et al., 9: 45, Oct. '38
Cotteral, Donnie 7: 94, Mar. '36
Cottrell, E. B. 9: 63, May '38
Courtis, S. A. 1: 86, Oct. '30
Cowell, C. C. 2: 90, Dec. '31; 6: 129, Dec. '35; 8: 158, May '37
Cozens, F. W. 1: 38, Mar. '30; 2: 199, Mar. '31; 2: 67, Dec. '31; 3: 3, Dec. '32; 4: 50, May '33; 5: 3, Oct. '34; 6: 14, Mar. '35; 7: 36, Mar. '36; 7: 42, May '36; 8: 73, May '37; 9: 3, May '38
Craig, H. W. 10: 143, May '39
credit
colleges accepting high school units in health and physical education for entrance, Meredith, W. F., 4: 68, Mar. '33

for physical education by participation in intercollegiate athletics, Clarke, H. H., 3: 218, May '32
in physical education, Committee on College Entrance Credits, 1: 10, May '30; Brownell, C. L., 2: 9, Mar. '31; Nichols, J. H., 2: 15, Mar. '31
trends in acceptance for college entrance, Meredith, W. F., 4: 68, Mar. '33
Crisler, H. O. 4: 35, Mar. '33
criteria
for evaluating physical education programs, Spindler, Evelyn B. and Dambach, J., 7: 123, Mar. '36
Crook, Billie L. 7: 96, Dec. '36
Cross, T. J. 8: 49, Dec. '37
Crosslin, Hiawatha 10: 128, May '39
Cubberley, Hazel J. 6: 14, Mar. '35
Cureton, T. K. 1: 54, Mar. '30; 1: 87, Dec. '30; 2: 101, Oct. '31; 4: 94, May '33; 6: 70, May '35 sup.; 6: 81, May 35 sup.; 6: 93, May '35 sup.; 6: 106, May '35 sup.; 6: 113, May '35 sup.; 7: 80, Dec. '36; 10: 3, May '39; 10: 54, Dec. '39
curriculum
changes in teacher training, Jackson, C. O., 7: 108, May '36
character building and, McCloy, C. H., 1: 41, Oct. '30
college location and effect on program, Barr, Margaret C., 4: 117, Oct. '33
college women, basic considerations, Glassow, Ruth, 1: 111, May '30
comprehensive survey of Women's College programs, Barr, Margaret C., 4: 117, Oct. '33
content and suitable minors, Rugen, Mabel E., 5: 89, Dec. '34
dance in the, Committee on Dancing in Elementary Schools, 2: 38, Dec. '31
for physical education teachers, Neilson, N. P., 2: 217, Mar. '31; Peik, W. E. and Fitzgerald, G. B., 3: 18, Dec. '34; Scott, T., 10: 78, May '39
four year, in physical education, Staley, S. C., 2: 76, Mar. '31
health education for elementary grades, Supper, Philomena, 5: 107, Oct. '34
improvement through survey techniques, Davis, E. C., 3: 21, Dec. '32
integration of health education in, Bechtel, P. C., 8: 142, Oct. '37
interests of freshmen, Davis, E. C., 4: 49, Dec '33
modern trends, Elliott, Ruth, 1: 74, May '30
physical and health education, for children, Cowell, C. C., 2: 90, Dec. '31
physical education, and educational theories, Schwendener, Norma, 1: 125, Oct. '30
physical education background as aid in planning, Beise, Dorothy, 6: 39, May '35
physical education for women, Marshall, Violet B., 5: 3, Dec. '34
rank of activities in value to, Committee on Curriculum Research, 1: 15, May '30
report of research committee, LaPorte, W. R., 3: 130, May '32; 4: 145, Mar. '33; 5: 121, May '34; 6: 3, May '35; 7: 99, Oct. '36; 8: 86, Mar. '37
standardization of terminology in, Committee on Terminology, 2: 175, Mar. '31
study for American Physical Education Association, Collins, Laurentine B., 5: 111, Dec. '34
study of physical education, Montague, K., 6: 92, May '35
suitable major or minor combinations with physical education, Streit, C. W., 4: 38, Oct. '33
survey organization of program, Women's Colleges, Barr, Margaret C., 4: 117, Oct. '33
teacher training in Russia, Dawson, P. M., 8: 35, Mar. '37
unit plan of instruction, Scott, H. A., 6: 98, Dec. '35
Curtis, H. S. 7: 102, May '36
curves
for scoring tables, Cozens, F. W., 2: 67, Dec. '31
growth, for athletic ability, Courtis, S. A., 1: 97, Oct. '30
of maturation and spelling, Courtis, S. A., 1: 86, Oct. '30
Cushman, W. P. 10: 113, Mar. '39
Cutts, O. F. 4: 1, Mar. '33
Cyriax, E. 7: 74, Dec. '36

Dambach, J. 7: 119, Mar. '36
dance
and the sex life, Page, Barbara, 4: 5, May '33
as an art and socializing agency, Page, Barbara, 4: 5, May '33
factors affecting rhythmic learning, McCristal, K. J., 4: 65, May '33
folk measurement of success in teaching, Shambaugh, Mary E., 6: 33, Mar. '35
in elementary schools, Committee on Dancing in Elementary Schools, 2: 5, Dec. '31
in health hygiene, and physiology, bibliography, Magriel, P. D., 10: 113, May '39
objective testing of, Shelley, Mary J., 1: 119, Oct. '30
percussion instruments, use in, Graham, Harriett, K., 5: 12, Mar. '34
philosophy of, Page, Barbara, 4: 5, May '33
polyrhythmic training for, Rath, E., 1: 9, Mar. '30
psychological components of, Page, Barbara, 4: 5, May '33
religious manifestations of, Page Barbara, 4: 5, May '33
rhythmical capacity and performance in motor rhythm, Annett, T., 3: 183, May '32
role of music in, Smith, Helen L., 1: 117, Oct. '30
summary of talk on, H'Doubler, Margaret, 1: 115, Oct. '30
time allotment, LaPorte, W. R., 7: 123, Oct. '36
data
criticism of survey in collecting, Davis, E. C., 2: 27, May '31
Daughtrey, G. 7: 81, Oct. '36
Davis, E. C. 2: 27, May '31; 3: 21, Dec. '32; 4: 49, Dec. '33; 5: 68, Dec. '34
Davis, J. E. 1: 34, Mar. '30; 2: 83, Dec. '31; 3: 58, Dec. '32
Davis, P. L. 4: 106, Mar. '33
Dawson, P. M. 8: 33, Mar. '37
Deaver, G. G. 4: 221, Mar. '33; 10: 24, Mar. '39
decathlon
for track squad, Cozens, F. W., 9: 3, May '38
defects, physical (see also posture)
related to functional disorders, Spindler, Evelyn B., 2: 36, May '31
DeGroat, H. S. 7: 14, Oct. '36
Denkmann, Dorothy 5: 92, Mar. '34 sup.
Denniston, Helen D. 4: 76, Oct. '33
development, physical
and exercise, Martie, J. E., 2: 86, May '31
diathermy
and stiffened joints, Benson, S., 1: 52, Dec. '30
Dickinson, A. D. 5: 12, Mar. '34 sup.
Dickinson, R. E. 9: 73, May '38
diet
and athletic fitness, Dupain, G. Z., 10: 33, Dec. '39
of white rats, relation to exercise, Wellesley College Studies in Hygiene and Physical Education, 9: 24, Mar. '38 sup.
digestion
influence of exercise on, Brogdon, Elizabeth, Hellebrandt, Frances A., Hutaff, Lucille, and Wenchell, Catherine, 5: 52, May '34
DiGiovanna, V. G. 2: 67, May '31; 8: 96, Oct. '37
Dimock, H. S. 5: 39, Dec. '34 sup; 5: 58, Dec. '34 sup.
directors, athletic
duties of, DeGroat, H. S., 7: 18, Oct. '36
Directors of Physical Education for College Women, Society of 1: 101, Oct. '30
directors, state
entrance credit for college physical education, Committee on College entrance Credit, 1: 10, May '30; Nichols, J. H., 2: 15, Mar. '31
disease
control of ring worm infection of feet, Redden, W. R., 3: 73, May '32

diving
respiration, during, Karpovich, P. V., 10: 3, Oct. '39
doctoral program
status in physical education, Norris, J. Anna and Sweet, Dorothy C., 8: 3, Dec. '37
dominance
lateral, and postural defects, Spindler, Evelyn B., 2: 54, May '31
relation to performance of physical education activities, Irwin, L. W., 9: 98, May '38
Driftmier, Erna 4: 198, Mar. '33; 8: 80, Mar. '37
Duggan, Anne S. 8: 38, Oct. '37
Duncan, Margaret M. 8: 68, Mar. '37
Dunder, V. C. 4: 132, Oct. '33
Dupain, G. Z. 10: 33, Dec. '39
Dyer, Joanna T. 9: 25, Mar. '38; 10: 128, Oct. '39
dysmenorrhea
and postural defects, Spindler, Evelyn B., 2: 37, May '31
in college women, Bell, Margaret, 5: 49, Mar. '34
incidence and causal factors, Miller, N. F., 1: 131, May '30
relations to abdominal strength, Hamer, Marjorie C., 4: 229, Mar. '33; Denniston, Helen D., 4: 76, Oct. '33

Eastwood, F. R. 5: 63, Oct. '34; 8: 144, May '37
Edgren, H. D. 3: 159, Mar. '32; 5: 59, Dec. '34 sup; 8: 56, Oct. '37
education
courses required for certification, Neilson, N. P., 2: 225, Mar. '31
of men teachers of physical education, Peik, W. E. and Fitzgerald, G. B., 3: 18, Dec. '34
methods used to upgrade medical education, Maroney, F. W., 3: 118, May '32
national committee report on standards of professional, Neilson, N. P., 6: 48, Dec. '35
physical, for women, Marshall, Violet B., 5: 3, Dec. '34
theories of, applied to physical education, Schwendener, Norma, 1: 125, Oct. '30
efficiency
rated by pulse ratio, Tuttle, W. W., 2: 5, May '31
Ekdahl, G. C. 10: 120, Mar. '39
Elbel, E. R. 10: 35, Mar. '39
Elder, H. P. 6: 81, May '35 sup.
elementary schools
activity program for, LaPorte, W. R., 8: 93, Mar. '37
dance in the, Committee on Dancing in Elementary Schools, 2: 5, Dec. '31
facilities for play in, Altenburg, W. J., 2: 61, May '31
food habits of pupils, Peterson, Agnes B., 9: 75, Dec. '38
health education curriculum for, Supper, Philomena, 5: 107, Oct. '34
needs of teachers, Blanchard, V. S., 3: 81, May '32
objectives of physical education, Richards, J. N., 8: 105, Mar. '37
physical and health education principles for, Cowell, C. C., 2: 90, Dec. '31
Elhardt, W. P. 7: 99, May '36
Elliott, Ruth 1: 74, May '30
Ellis, A. W. 10: 35, Mar. '39
emotion
utility and disadvantages, Hellebrandt, Frances A. and Myer, Margaret H., 10: 17, Mar. '39
endurance
and strength, Anderson, Theresa, 8: 71, Oct. '37
as measured by cardiovascular and metabolism tests, Wellesley College Studies in Hygiene and Physical Education, 9: 10, Mar. '38 sup.
pulse ratio test as measure of, Flanagan, K., 6: 46, Oct. '35 sup.
relation to pulse ratio test, Henry, F. M. and Kleeberger, F. L., 9: 32, Mar. '38
test in speed swimming, Cureton, T. K., 6: 106, May '35 sup.

epidermomycosis
interdigitale, review of literature on, Wellesley College Studies in Hygiene and Physical Education, 9: 67, Mar. '38 sup.
equipment
for physical education in Minnesota high schools, Nordly, C. L., 10: 122, May '39
ergogenic aids
effect of sugar on athletic performance, Vogeler, R. F. and Ferguson, V. W., 3: 54, Dec, '32
ergography
bimanual studies of, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
Espenschade, Anna 7: 62, Oct. '36
evaluation
of activities in physical education, Committee on Curriculum Research, 2: 115, Mar. '31
of college hygiene course by student reaction, Van Buskirk, E. F., 9: 154, Mar. '38
of qualities and capacities essential to teaching success, McKinstry, Helen, 4: 5, Dec. '33
Evans, Alice 1: 125, May '30
Everts, E. W. 9: 62, Oct. '38
exercise
and blood count during menarche, Sinclair, Caroline B., 8: 32, Dec. '37
and heart disease, Deaver, G. G., 10: 24, Mar. '39
and oxygen metabolism, Schneider, E. C., 1: 1, Mar. '30
and physical development, Martie, J. E., 2: 86, May '31
and posture, Thomas, Leah and Lindner, Amy, 1: 104, Oct. '30
corrective, Rogers, J. F., 2: 30, Mar. '31
effect on constipation, Hellebrandt, Frances A. and Miles, Meryl M., 5: 73, Mar. '34
effect on digestion, Brogdon, Elizabeth, Hellebrandt, Frances A., Hutaff, Lucille, and Wenchell, Catherine, 5: 52, May '34; Hellebrandt, Frances A. and Meyer, Margaret H., 10: 10, Mar. '39
effect on electrical potential of the brain cortex, Burge, W. E. et al., 9: 45, Oct. '38
effect on knee jerk threshold, Burge, W. E., et al., 9: 48, Oct. '38
effect on leucocytes, Karpovich, P. V., 6: 42, May '35 sup.; Tuttle, W. W., 6: 37, Oct. '35 sup.
policies during menstruation, Hellebrandt, Frances A. and Meyer, Margaret H., 10: 19, Mar. '39
relation to growth, diet, and resistance to infection in white rats, Wellesley College Studies in Hygiene and Physical Education, 9: 24, Mar. '38 sup.
standardization of, for pulse ratio test, Tuttle, W. W. and Charlesworth, J. E., 10: 150, Mar. '39
exhaustion
effect on electrical potential of the brain cortex, Burge, W. E. et al., 9: 45, Oct. '38
extracurricular activities
in nursing schools, Fash, Bernice, 8: 113, Dec. '37

Facilities
for college physical education, Fauver, E., 2: 105, Mar. '31
for physical education in Minnesota high schools, Nordly, C. L., 10: 122, May '39
for physical education in nursing schools, Fash, Bernice, 8: 108, Dec. '37
for physical education in Russia, Dawson, P. M., 8: 43, Mar. '37
for play in elementary schools, Altenburg, W. J., 2: 61, May '31
standards for women's athletics, Collins, Laurentine B., 8: 28, May '37
trends in available, Committee on Construction and Material Equipment, 1: 41, May '30
factor analysis
of balance tests, Bass, Ruth I., 10: 33, May '39
of motor educability tests, Metheny, Eleanor, 9: 105, Dec. '38

of several physical education tests, Wendler, A. J., 9: 64, Mar. '38
of strength tests, Carpenter, Aileen, 9: 19, Dec. '38
Spearman's and Thurstone's methods of, McCloy, Emma, 6: 114, Oct. '35 sup.
study of "general factors", Roggen, A., 6: 122, Oct. '35 sup.
velocity and athletic power, Hutto, L. E., 9: 109, Oct. '38
fainting, Postural
and vasomotor weakness test, Turner, Abby H., 1: 5, Dec. '30
fantasy
role in play, Davis, J. E., 1: 34, Mar. '30
Farmer, D. 9: 81, May '38
Fash, Bernice 8: 106, Dec. '37
fatigue
and hypertension, Rathbone, Josephine L., 7: 77, Dec. '36
chemical factors of, Goorley, J. T., 10: 89, Dec. '39
effect on electrical potential of brain cortex, Burge, W. E. et al., 9: 45, Oct. '38
respiration and recovery from, Joseph, P. M., 6: 60, May '35 sup.
Fauver, E. 2: 44, Mar. '31; 2: 105, Mar. '31; 3: 53, May '32; 4: 44, Mar. '33
Fay, P. J. 3: 78, Mar. '32; 9: 136, May '38
feet
footprints as measure efficiency of, Cureton, T. K. Jr., 6: 70, May '35 sup.
incidence of flat, Irwin, L. W., 8: 49, Mar. '37
kinesiology of, Wellesley College Studies in Hygiene and Physical Education, 9: 103, Mar. '38 sup.
measuring height longitudinal arch, Clarke, H. H., 4: 99, Oct. '33
measurement of, Irwin, L. W., 8: 47, Mar. '37
mechanics of, Kelly, Ellen, 8: 133, May '37
objective method of grading posture of, Wellesley College Studies in Hygiene and Physical Education, 9: 103, Mar. '38 sup.
Felker, A. H. 5: 20, Mar. '34 sup.
femininity
relation to athletic performance, Carpenter, Aileen, 9: 120, May '38
fencing
time allotment, LaPorte, W. R. 7: 118, Oct. '36
Ferguson, V. W. 3: 54, Dec. '32
field hockey
distance traversed in playing, Espenschade, Anna, 7: 62, Oct. '36
fatigue from, Espenschade, Anna, 7: 72, Oct. '36
test on rules of women's, Grisier, Gertrude J., 5: 79, Mar. '34 sup.
time allotment, LaPorte, W. R., 7: 123, Oct. '36
films
apparatus for study of, Glassow, Ruth B. and Broer, Marion R., 9: 41, May '38
finance
effects of depression on salaries and teaching loads, Scott, H. A., 5: 97, Oct. '34
of intercollegiate athletics, DeGroat, H. S., 7: 20, Oct. '36
of intramurals for women, Leavitt, Norma M. and Duncan, Margaret M., 8: 73, Mar. '37
first aid
procedures followed in Michigan secondary schools, Blanchard, V. S., 9: 77, Mar. '38
Fish, Marjorie E. 9: 69, Dec. '38
Fitzgerald, G. B. 3: 18, Dec. '34
Flanagan, K. 6: 46, Oct. '35 sup.
flexibility
and gymnastics ability, Wettstone, E., 9: 120, Dec. '38
of joints, and diathermy, Benson, S., 1: 52, Dec. '30
folk dance
grade placement of, Rath E., 10: 51, Mar. '39
history of, Hayden, Alice, 7: 27, May '36

food habits
of elementary school pupils, Peterson, Agnes B., 9: 75, Dec. '38
football
achievement test of, Cozens, F. W., 8: 73, May '37
age and skill in, Lehman, H. C., 9: 10, Oct. '38
analysis injuries in interscholastic games, California, Neilson, N. P., 4: 78, Oct. '33
body build of players, Gray, H., 7: 47, Oct. '36
distances traversed by players, Messersmith, L. L. and Fay, P., 3: 78, Mar. '32
educational implications, Crisler, H. O., 4: 35, Mar. '33.
effect of on physical development, Martie, J. E., 2: 86, May '31
factors related to success in, Hartmann, G. W., 1: 85, Mar. '30
injuries in high schools of Massachusetts, Burnett, J. H. and O'Brien, F. J., 4: 91, Oct. '33
reaction time in, Miles, W. R., 2: 5, Oct. '31; Miles, W. R. and Graves, B. C., 2: 14, Oct. '31
signal rhythm, effect on charging, Miles, W. R. and Graves, B. C., 2: 14, Oct. '31
skills in sports ability test, McElroy, H. N., 9: 82, Oct. '38
standardizing touch football rules, Clarke, H. H., 4: 91, Mar. '33
the coach and faculty responsibility, Bezdek, H., 3: 33, May '32
time allotment, LaPorte, W. R., 7: 121, Oct. '36
footedness
relation to performance, Irwin, L. W., 9: 98, May '38
Forsythe, W. E. 6: 105, May '35
Fosse, Agatha R. 10: 105, Oct. '39
Fosse, Margaret A. 5: 34, Mar. '34
Folsch, W. 5: 55, Dec. '34 sup.
Fradd, N. W. 3: 142, May '32
Freeman, F. 5: 29, Dec. '34 sup.
French, Esther L. 8: 150, May '37
Frey, Henryetta 1: 17, Dec. '30
Frigard, W. 10: 150, May '39
Frost, Loraine H. 1: 29, Mar. '30

Gait
mechanics of, Bass, Ruth, 8: 173, May '37; Kelly, Ellen, 8: 136, May '37
Galligan, G. E. 9: 58, May '38
games
popular with grades 1–4, Ekdahl, G. C., 10: 120, Mar. '39
Gammon, G. D. 5: 31, Mar. '34
girls
attitudes towards physical activities, Anderson, Theresa W., 5: 49, Dec. '34
classification factors for, Adams, Eleonore G., 5: 95, May '34
relation of rhythmic and motor ability in, Lemon, Eloise and Sherbon, Elizabeth, 5: 82, Mar. '34 sup.
report of A.P.E.A. committee on physical examinations of, Moulton, Gertrude E., 5: 14, Oct. '34
standards in uniforms, Small, Clare, 5: 70, Oct. '34
state athletic associations for, Larsen, Margaret, 2: 63, Oct. '31
strength testing of, Anderson, Theresa, 8: 69, Oct. '37
girth
of limbs, relation to strength, Carpenter, Aileen, 9: 22, Dec. '38
Glassow, Ruth 1: 111, May '30; 8: 60, Dec. '37; 9: 41, May '38; 9: 60, Dec. '38
Gloss, G. M. 9: 138, May '38
golf
age and skill in, Lehman, H. C., 9: 15, Oct. '38
and reaction time, speed and agility, Beise, Dorothy and Peaseley, Virginia, 8: 136, Mar. '37

comparison of teaching methods for, Clevett, M. A., 2: 104, Dec. '31
grading achievement in knowledge of, Murphy, Mary A., 5: 83, Mar. '34
knowledge test, Murphy, Mary A., 4: 81, Dec. '33; Snell, Catherine, 7: 77, May '36
respiration during drive and putt, Schudel, Helen, 5: 62, Mar. '34 sup.
time allotment, LaPorte, W. R., 7: 113, Oct. '36
gonorrhea
knowledge of college women, Orringer, Sylvia, 10: 80, Mar. '39
Good, W. R. 3: 117, Oct. '32; 4: 131, May '33
Goorley, J. T. 10: 89, Dec. '39
Gould, H. N. 1: 1, Oct. '30; 1: 36, Dec. '30; 3: 111, Oct. '32
Graaff, L. H. 3: 199, May '32
grade placement
of folk dances, Rath, E., 10: 51, Mar. '39
grades
factors considered in individual gymnastics, Noyes, Elizabeth, 4: 71, Oct. '33
for achievement in physical education, Oktavec, F. L., 2: 91, Mar. '31
method of grading posture, MacEwan, Charolette G. and Howe, E. C., 3: 144, Oct. '32
of participants and non-participants in intramurals, Hackensmith, C. W. and Miller, L., 9: 94, Mar. '38
graduate level
status in physical education, Norris, J. Anna and Sweet, Dorothy C., 8: 3, Dec. '37
Graham, Harriet K. 5: 12, Mar. '34
Grant, Julia R. 1: 129, Oct. '30
Graves, B. C. 2: 14, Oct. '31
gravity
effect of on circulation, Turner, Abby H., 1: 5, Dec. '30
Gray, F. J. 7: 68, Mar. '36
Gray, H. 7: 47, Oct. '36
Graybeal, Elizabeth 7: 60, Dec. '36; 10: 84, May '39
Greene, E. B. 7: 3, Dec. '36
Griffith, C. R. 1: 34, Oct. '30
Griffiths, C. H. 6: 117, Dec. '35
Grisier, Gertrude J. 5: 79, Mar. '34 sup.
Grossman, L. 3: 70, May '32
growth
age of tooth eruption, Courtis, S. A., 1: 89, Oct. '30
development of Bulgarian students, Mateeff, D., 10: 39, Oct. '39
of athletes and non-athletes, junior high school, Rowe, F. A., 4: 108, Oct. '33
of white rats, relation to exercise, Wellesley College Studies in Hygiene and Physical Education, 9: 24, Mar. '38 sup.
of young colored women, Adams, E. H., 9: 102, Oct. '38
seasonal fluctuation, reference to clothing factor, Turner, C. E., 4: 177, Mar. '33
Guernsey, P. D. 9: 30, May '38; 10: 60, Dec. '39
guidance
duties of women physical education teachers, Schwehn, Hilda M., 9: 82, Dec. '38
of major students, Cassidy, Rosalind, 1: 86, May '30
vocational for teachers, Chevraux, Grace E., 5: 44, May '34
gymnasia
college, described and evaluated, Fauver, E., 2: 105, Mar. '31
description Payne Whitney building at Yale, Kiphuth, R. J. H., 4: 131, Mar. '33
for diversified activities, Ackerman, F. L., 1: 51, May '30
in elementary schools, Altenburg, W. J., 2: 62, May '31
trends in construction, Committee on Construction and Material Equipment, 1: 41, May '30
gymnastics
effect of on physical development, Martie, J. E., 2: 86, May '31
equipment, Burkhardt, C. H., 5: 85, Oct. '34

formal vs. informal method in teaching, Kulcinski, L., 2: 18, May '31
history of Greek, Woody, T., 7: 5, May '36
methods and factors in grading, Noyes, Elizabeth, 4: 71, Oct. '33
polyrhythmic, Rath, E., 1: 9, Mar. '30
predicting potential ability in, Wettstone, E., 9: 115, Dec. '38
time allotment, LaPorte, W. R., 7: 115, Oct. '36

Hackensmith, C. W. 9: 94, Mar. '38
Hair, J. W. 2: 42, Oct. '31
Halford, J. F. 1: 34, Dec. '30
Halsey, Elizabeth 10: 15, Oct. '39
Hamer, Marjorie C. 4: 229, Mar. '33
Hamlin, H. E. 2: 74, Oct. '31; 7: 75, Oct. '36
handball
time allotment, LaPorte, W. R., 7: 114, Oct. '36
handedness
relation to performance, Irwin, L. W., 9: 98, May '38
Hansson, K. G. 10: 72, May '39
Harris, Jane E. 8: 114, Dec. '37
Hartmann, G. W. 1: 85, Mar. '30
Hathaway, G. J. 9: 62, Oct. '38
Hawaiians
vital capacity and chest of, Louttit, C. M. and Halford, J. F., 1: 34, Dec. '30
Hawkins, C. C. 6: 59, May '35 sup.
Hayden, Alice 7: 27, May '36
Haynes, Wilma D. 2: 214, Mar. '31
H'Doubler, Margaret 1: 115, Oct. '30
health
and sanitation standards for student housing, Loy, D. T. and Husband, M. W., 9: 100, Mar. '38
and strength, Anderson, Theresa, 8: 70, Oct. '37
department related to physical education, Fauver, E., 2: 44, Mar. '31
examination in teachers colleges, Trusler, V. T. and Brown, E. J., 2: 83, May '31
gains in knowledge of college women, Murphy, Mary A., 8: 78, Dec. '37
knowledge and attitudes, survey of, Collins, Laurentine B., 2: 85, Oct. '31
knowledge of college students, Kilander, H. F., 8: 3, Oct. '37
knowledge of secondary school students, Kilander, H. F., 8: 3, Oct. '37
knowledge test, Forysthe, W. E. and Rugen, Mabel E., 6: 105, May '35; Kilander, H. F., 8: 10, Oct. '37; Murphy, Mary A., 8: 84, Dec. '37; Wellesley College Studies in Hygiene and Physical Education, 9: 67, Mar. '38 sup.
of teachers, Cooke, D. H. and Hyder, N. E., 8: 96, May '37; Trusler, V. T. and Brown, E. J., 2: 80, May '31
problems of self-supporting students, Cornely, P. B., 10: 101, Oct. '39
relationship to weight, Allen, R. L., 7: 89, Oct. '36
responsibility for physical examination, Lawton, S. U., 1: 1, May '30
safeguards for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
sources and descriptions of films in, Hughes, W. L. and Stimson, P. E., 9: 104, Mar. '38
standards for women's athletics, Collins, Laurentine B., 8: 39, May '37
status of college students, Pressey, L. C., Martin, H. C., and Behrens, H. D., 2: 201, Mar. '31
status of in Negro women's colleges, Ellis, A. W., 10: 135, Mar. '39
status related to physical fitness index, Chamberlain, C. G. and Smiley, D. F., 2: 193, Mar. '31
status related to postural defects, Spindler, Evelyn B., 2: 36, May '31
survey of knowledge, Loy, D. T. and Husband, M. W., 10: 53, May '39

health content
of school curriculum, Bechtel, P. C., 8: 142, Oct. '37
health education
bibliography of, Greene, E. B. and McCloy, C. H., 7: 19, Dec. '30; Kilander, H. F., 10: 25 May '39
comparison in rural and urban schools, Jones, J. H., 6: 53, May '35
curriculum for teachers of elementary grades, Supper, Philomena, 5: 107, Oct. '34
evaluation of, Wrightstone, J. W., 7: 26, Mar. '36
experiments in, Guernsey, P. D., 9: 30, May '38
goals of, Courtis, S. A., 1: 86, Oct. '30
in elementary schools, principles for, Cowell, C. C., 2: 90, Dec. '31
in senior high schools, Mitchell, D. C., 5: 127, Oct. '34
integration in curriculum, Bechtel, P. C., 8: 142, Oct. '37
likes and dislikes of boys and girls, Blanchard, V. S., 4: 238, Mar. '33
present status in school systems, Sullivan, J. P., 6: 65, May '35
professional training in, Hutchinson, Mary G., 9: 37, Oct. '38
responsibility of physical education for, Evans, Alice, 1: 125, May '30
status of requirements in men's colleges, McCristal, K. J. and Miller, E. A., 10: 70, Dec. '39
survey of, Collins, Laurentine B., 2: 85, Oct. '31
technique for survey in schools, Cozens, F. W., 3: 3, Dec. '32
to produce health, Steinhaus, A. H., 5: 57, Dec. '34 sup.
health knowledge
of Antioch College students, Guernsey, P. D., 9: 30, May '38
self directed study in raising achievement, Guernsey, P. D., 10: 60, Dec. '39
health program
ringworm incidence and treatment, Chenoweth, L. B. and Werner, E., 1: 46, Dec. '30
heart
anthropometric measurements to predict size of, Sterrett, J. E., 6: 110, Oct. '35 sup.
disease and exercise, Deaver, G. G., 10: 24, Mar. '39
program for cardiac patients, Deaver, G. G., 10: 30, Mar. '39
rate of development in children, Karpovich, P. V., 8: 33, Oct. '37
response to water temperature, Tuttle, W. W. and Corleaux, J. F., 6: 24, Mar. '35
heart lesions
and pulse ratio, Lee, E. N., 8: 123, Mar. '37; Carpenter, Aileen, 8: 130, Mar. '37
heart rate
effect of changes in external temperature, Wells, G., 3: 108, Dec. '32
effect of different type exercise, Prosch, F., 3: 75, Dec. '32
effect of exercise, Rothacher, J. L., 6: 62, May '35 sup.
effect of rest periods following exercise, Prosch, F., 3: 75, Dec. '32
effect of standing, Turner, Abby H., 1: 5, Dec. '30
effect of water polo, Elhart, W. P. and Orth, O. S., 7: 99, May '36
fluctuation during a gymnasium period, Prosch, F., 3: 75, Dec. '32
fluctuation during menstrual cycle, Scott, Gladys and Tuttle, W. W., 3: 137, Mar. '32
following basketball, Hodgson, Pauline, 7: 49, May '36; 10: 53, Oct. '39
following work, Hodgson, Pauline, 7: 13, Mar. '36
measures of physical condition in adolescence, Pennock, E. W., 6: 120, May '35 sup.
mechanical recorder of, Hindman, D. A. and Hamlin, H. E., 2: 74, Oct. '31
under basal condition, Hodgson, Pauline, 7: 11, Mar. '36
heat
used to treat stiff joints, Benson, S., 1: 52, Dec. '30
Heath, Marjorie L. 2: 113, Dec. '31; 3: 33, Dec. '32
height
age and weight of college women, McCall, Margaret, 8: 101, Mar. '37
and vital capacity, Cureton, T. K., 7: 88, Dec. '36
as factor in speed, Rarick, L., 8: 98, Dec. '37

changes in Bulgarian students, Mateeff, D., 10: 39, Oct. '39
normed for age and weight, Cozens, F. W., 2: 80, Dec. '31
of college women, Herriott, J. S., 1: 46, Mar. '30; Gould, H. N., 1: 1, Oct. '30
related to throwing among women, Watson, Katharine G., 8: 134, Oct. '37
Hellebrandt, Frances A. 4: 76, May '33; 5: 73, Mar. '34; 5: 52, May '34; 8: 19, Dec. '37; 10: 10, Mar. '39
hemoglobin
and physical fitness, Howe, E. C., 1: 90, May '30
Hemphill, F. 3: 83, Dec. '32
Henry, F. M. 9: 32, Mar. '38; 9: 81, May '38
Henry, Fae, 5: 34, Mar. '34
Herriott, J. S. 1: 46, Mar. '30
Hewitt, J. E. 7: 83, Mar. '36; 8: 74, Oct. '37; 10: 148, Oct. '39
high schools
survey of health instruction in, Mitchell, D. C., 5: 127, Oct. '34
Hindman, D. A. 1: 26, Dec. '30; 2: 74, Oct. '31; 8: 117, May '37
history
anthropometry, Krakower, H., 8: 85, Oct. '37
changes in physical development of college women, 1904–1928, Herriott, J. S., 1: 46, Mar. '30
college physical education association, Cutts, O. F., 4: 1, Mar. '33
folk dancing, Hayden, Alice, 7: 27, May '36
observations of Philostratos, Woody, T., 7: 3, May '36
physical education at Amherst, Nichols, Elizabeth C., 9: 88, May '38
physical education at University of Pennsylvania, 1904–1931, MacKenzie, R. T., 3: 19, May '32
physical education in women's colleges, Ainsworth, Dorothy S., 1: 112, Oct. '30
public recreation in Chicago, Halsey, Elizabeth, 10: 15, Oct. '39
Research Section of A.A.H.P.E., Clarke, H. H., 9: 25, Oct. '38
roster of officers, College Physical Education Association, Cutts, O. F., 4: 1, Mar. '33
Society of Directors of Physical Education, 1900–1932, Metcalf, T. N., 3: 1, May '32
sports bibliography, Szukovathy, I., 8: 3, Mar. '37
survey of the dance, Page, Barbara, 4: 5, May '33
swimming, McVicar, J. W., 7: 56, Mar. '36
teacher training in physical education, Brownell, C. L., 3: 107, May '32
women in Greek society, Woody, T., 10: 57, May '39
Hjelte, G. 10: 3, Mar. '39
hockey, Ice
age and skill in, Lehman, H. C., 9: 9, Oct. '38
Hodgson, Pauline 7: 3, Mar. '36; 7: 45, May '36; 10: 57, Mar. '39; 10: 53, Oct. '39
Hoffmann, C. J. 10: 84, Oct. '39
Horton, C. E. 4: 51, Oct. '33
Horton, Margery O. 3: 85, Mar. '32
Hoskins, R. N. 5: 63, Mar. '34
housing
student, survey of, Loy, D. T. and Husband, M. W., 9: 100, Mar. '38
Howe, E. C. 1: 90, May '30; 3: 144, Oct. '32; 6: 3, Mar. '35; 8: 15, Mar. '37; 10: 81, Dec. '39
Howland, Ivalclare S. 7: 120, May '36
Hubbard, A. W. 10: 28, Oct. '39
Hughes, W. L. 2: 51, Mar. '31; 3: 70, May '32; 9: 104, Mar. '38
Humiston, Dorothy 8: 181, May '37
Hunt, Jane 9: 60, Mar. '38
Husband, M. W. 9: 100, Mar. '38; 10: 53, May '39
Hutaff, Lucile, 5: 52, May '34
Hutchinson, Mary G. 9: 37, Oct. '38
Hutto, L. E. 9: 109, Oct. '38

Hyde, Edith I., 6: 104, Dec. '35; 7: 64, Dec. '36; 8: 109, May '37
Hyder, N. E. 8: 94, May '37
hydrotherapy
used to treat stiff joints, Benson, S., 1: 57, Dec. '30
hygiene
evaluation of college course by student reactions, Van Buskirk, E. F., 9: 154, Mar. '38
freshman interest and knowledge, Rooks, R., 6: 51, Oct. '35 sup.
two methods of teaching, Kent, F. S. and Prentice, H. A., 10: 133, May '39
hypertension
and fatigue, Rathbone, Josephine L., 7: 77, Dec. '36

Illness
comparison of students taking and not taking physical education, Lapp, V. W., 8: 73, Dec. '37
of teachers, Cooke, D. H. and Hyder, N. E., 8: 95, May '37
infection
resistance to in white rats, Wellesley College Studies in Hygiene and Physical Education, 9: 24, Mar. '38 sup.
injuries
activities and parts of body injured, Lloyd, F. S., 4: 5, Mar. '33
at summer camp, Alexander, C. S., 10: 102, May '39
frequency and type in California high school football, Neilson, N. P., 4: 78, Oct. '33
in high school football in Massachusetts, Burnett, J. H. and O'Brien, F. J., 4: 91, Oct. '33
instruction (see also teaching)
improvement in athletic proficiency by Cozens, F. W., 2: 199, Mar. '31
insurance
liability in athletics, Barrett, V. F., 10: 99, Mar. '39
intelligence
and athletic achievement, DiGiovanna, V. G., 8: 96, Oct. '37
and physical skill, Keeler, L. D., 9: 54, Oct. '38
and posture, Alden, Florence D. and Top, Hilda, 2: 38, Oct. '31; Deaver, G. G., 4: 221, Mar. '33
of major and non-major student, Duggan, Anne S., 8: 38, Oct. '37
of participants and non-participants in intramurals, Hackensmith, C. W. and Miller, L., 9: 94, Mar. '38
quotients and interests, Driftmier, Erna, 4: 198, Mar. '33
interests
and participation of boys in activities, Clevett, M. A., 5: 27, Oct. '34
and program planning, Stuhr, Elsie, J., 7: 92, May '36
in activities in program, Wiedamann, Inge Von L. and Howe, E. C., 8: 15, Mar. '37
individual differences and physical traits, Driftmier, Erna, 4: 198, Mar. '33
of boys, Cowell, C. C., 8: 164, May '37
of children in activities, McMurray, R. J., 10: 117, Mar. '39
of children in recreation, Edgren, H. D., 8: 56, Oct. '37
of major and non-major student, Duggan, Anne S., 8: 38, Oct. '37
of students in physical education, Wellesley College Studies in Hygiene and Physical Education, 9: 5, Mar. '38 sup.
of University of Illinois students in sports, Craig, H. W., 10: 143, May '39
recreational, of college women, Toogood, Ruth, 10: 90, Oct. '39
interscholastic sports
in Junior High Schools of Illinois, Jackson, C. O., 10: 124, Mar. '39
intramurals
and general student body activities, Mitchell, E. D., 3: 42, May '32
and major athletics, Mitchell, E. D., 3: 42, May '32
grades and intelligence of participants in, Hackensmith, C. W. and Miller, L., 9: 94, Mar. '38

house athletics at Harvard, Samborski, A. W., 4: 99, Mar. '33
in Junior High Schools of Illinois, Jackson, C. O., 10: 124, Mar. '39
interrelationships physical education and athletics, Nichols, J. H., 3: 64, May '32
outing club as an activity of, Davis, P. L., 4: 106, Mar. '33
preferences for activities in, Vogeler, R. F., 2: 114, Oct. '31
scope and problems in small colleges, Fauver, E., 3: 53, May '32
scope and responsibilities, Mitchell, E. D., 3: 42, May '32
status of in State Teachers' Colleges, Galligan, G. E., 9: 58, May '38
status of programs for women, Leavitt, Norma M. and Duncan, Margaret M., 8: 68, Mar. '37
women's, study of, Wagner, Miriam, 2: 206, Mar. '31
Irwin, L. W. 8: 46, Mar. '37; 9: 98, May '38

Jackson, C. O. 2: 152, Mar. '32; 4: 71, Dec. '33; 7: 108, May '36; 9: 47, Mar. '38; 10: 124, Mar. '39
Japanese
performance level of, Cozens, F. W., 7: 42, May '36
job analysis
of athletic directors, DeGroat, H. S., 7: 18, Oct. '36
of men physical Education teachers, Hindman, D. A., 8: 123, May '37
of women physical education teachers, Schwehn, Hilda M., 9: 81, Dec. '38
Johnson, G. B. 3: 128, Mar. '32; 9: 60, Mar. '38
joints
stiff, treated with diathermy, Benson, S., 1: 52, Dec. '30
width of, relation to strength of limbs, Carpenter, Aileen, 9: 22, Dec. '38
Jones, H. S. 5: 101, Dec. '34
Jones, J. H. 6: 53, May '35
Joseph, P. M. 6: 60, May '35 sup.
jumping
ability in, related to age, Courtis, S. A., 1: 97, Oct. '30
and motor educability, McCloy, C. H., 8: 48, Oct. '37
as a classifier for girls, Anderson, Theresa, 8: 70, Oct. '37
as a factor in motor ability, Coleman, J. W., 8: 126, Oct. '37
as a factor in speed, Rarick, L., 8: 98, Dec. '37
as a factor in velocity, Harris, Jane E., 8: 118, Dec. '37
norms, Cozens, F. W., Trieb, M. H., and Neilson, N. P., 7: 42, Mar. '36
performance level of Japanese, Cozens, F. W., 7: 42, May '36
related to posture, DiGiovanna, V. G., 2: 72, May '31
skeletal measures in relation to, Krakower, H., 6: 75, May '35
used to grade physical education classes, Oktavec, F. L., 2: 91, Mar. '31

Kane, Isabel B. 10: 57, Mar. '39
Karpovich, P. V. 4: 21, Oct. '33; 5: 24, May '34; 6: 42, May '35 sup.; 6: 49, May '35 sup.; 8: 33, Oct. '37; 10: 3, Oct. '39
Keeler, L. D. 9: 54, Oct. '38
Kelly, Ellen 8: 132, May '37
Kelso, Dorothy 5: 34, Mar. '34
Kenefick, Thelma M. 5: 92, Mar. '34 sup.
Kent, F. S. 10: 133, May '39
kicking
performance level of Japanese, Cozens, F. W., 7: 42, May '36
standards for junior high school boys, Daughtrey, G., 7: 85, Oct. '36
Kilander, H. F. 8: 3, Oct. '37; 10: 25, May '39

kinesiology
observations in body mechanics, Thomas, Leah and Lindner, Amy, 1: 104, Oct. '30
of swimming, Cureton, T. K. Jr., 1: 87, Dec. '30
kinesthetic sense
and gymnastics ability, Wettstone, E., 9: 119, Dec. '38
Kiphuth, O. W. 8: 38, Dec. '37
Kiphuth, R. J. H. 4: 131, Mar. '33
Kirkpatrick, P. H. 8: 28, Dec. '37
Kistler, J. W. 5: 42, Mar. '34; 5: 27, Mar. '34 sup.; 8: 11, Dec. '37
Kleeberger, F. L. 3: 151, May '32; 9: 32, Mar. '38
knee jerk
effect of exercise on, Burge, W. E. et al., 9: 48, Oct. '38
knowledge
of syphilis and gonorrhea, Orringer, Sylvia, 10: 80, Mar. '39
Koons, E. 9: 45, Oct. '38
Korb, E. M. 10: 142, Mar. '39
Krakower, H. 6: 75, May '35; 8: 54, Mar. '37; 8: 85, Oct. '37
Krouse, R. 9: 45, Oct. '38
Kulcinski, L. 2: 18, May '31

Lange, Elizabeth 9: 43, Dec. '38
LaPorte, W. R. 2: 1, Mar. '31; 2: 115, Mar. '31; 3: 130, May '32; 4: 145, Mar. '33· 5: 121, May '34; 6: 3, May '35; 7: 99, Oct. '36; 8: 86, Mar. '37
Lapp, V. W. 4: 157, May '33; 6: 19, Oct. '35 sup.; 6: 134, Oct. '35 sup.; 8: 73, Dec. '37
Larkin, A. E. 6: 125, Dec. '35
Larsen, Margaret 2: 63, Oct. '31
Larson, L. A. 6: 3, May '35 sup.; 6: 11, May '35 sup.; 6: 78, Dec. '35; 8: 3, May '37
LaSalle, Dorothy 2: 5, Dec. '31
latency
and analysis of movement, Beebee, F. S., 9: 10, Mar. '38
Lautenbach, Ruth 3: 138, Oct. '32
Lawton, S. U. 1: 1, May '30
leadership
methods to improve, in physical education, Savage, Ruth, 1: 71, Mar. '30
standards for women's athletics, Collins, Laurentine B., 8: 48, May '37
learning
curves of, in physical activities, Cozens, F. W., 2: 67, Dec. '31
learning, motor
and various practice patterns, Cozens, F. W., 4: 50, May '33
comparison of whole and part methods, Cross, T. J., 8: 49, Dec. '37
conditions for best performance, Cozens, F. W., 4: 50, May '33
learning curves for track and field events, Cozens, F. W., 4: 50, May '33
of rhythmic movements, McCristal, K. J., 4: 63, May '33
relation of general motor capacity to specific, Hoskins, R. N., 5: 63, Mar. '34
skill, methods of, Shay, C. T., 5: 62, Dec. '34
under different incentives and activities, Cozens, F. W., 4: 50, May '33
white and colored chidren compared, Muzzey, Dorothy M., 4: 62, Oct. '33
Leavitt, Norma M. 8: 68, Mar. '37
Lee, E. N. 8: 123, Mar. '37
Lee, Mabel 2: 93, May '31; 3: 5, Mar. '32
leg action
in swimming, Cureton, T. K. Jr., 1: 87, Dec. '30
leg lift
angles in measurement of, Carpenter, Aileen, 9: 70, Oct. '38
use of belt in measuring, Everts, E. W. and Hathaway, G. J., 9: 62, Oct. '38
Lehman, H. C. 9: 3, Oct. '38

leisure
activities of young adults, Gloss, G. M., 9: 138, May '38
organizations conducting activities, Murdaugh, C. A., 7: 130, Oct. '36
relation to college physical education, Cotteral, Donnie, 7: 94, Mar. '36
Lemon, Eloise 5: 82, Mar. '34 sup.
Leonard, Bertha H. 5: 79, Dec. '34
leucocyte count
effect of exercise on, Karpovich, P. V., 6: 42, May '35 sup.; Tuttle, W. W., 6: 37, Oct. '35 sup.
effect of swimming on, Hawkins, C. C., 6: 59, May '35 sup.
liability
in athletics, Barrett, V. F., 10: 99, Mar. '39
Lindner, Amy 1: 104, Oct. '30
literature
of physical education, guide to, Sefton, Alice A., 6: 3, Dec. '35
Livingstone, A. 3: 145, Mar. '32
Lloyd, F. S. 4: 5, Mar. '33; 5: 3, Dec. '34 sup.; 9: 33, Dec. '38
load
teaching in physical education, Walker, C. L., 5: 63, May '34
Locke, Mabel 8: 60, Dec. '37
Lockhart, Alice 1: 36, Dec. '30
Lookabaugh, G. 8: 103, May '37
Lotlinville, A. J. 9: 129, Oct. '38
Louttit, C. M. 1: 34, Dec. '30
Loy, D. T. 9: 100 Mar. '38; 10: 53, May '39
lumbosacral angle
measurement of, Bigelow, Mary D., 9: 15, May '38
Lux, L. H. 6: 61, May '35 sup.

MacEwan, Charlotte G. 3: 144, Oct. '32; 6: 3, Mar. '35
MacKenzie, R. T. 3: 19, May '32
MacLean, W. P. 1: 78, Oct. '30
Mac Neil, J. P. 5: 101, May '34
Magriel, P. D. 10: 113, May '39
major students
compared with non-majors, Duggan, Anne S., 8: 38, Oct. '37
Maple, Katharine N. 1: 29, Mar. '30
Maroney, F. W. 3: 118, May '32
Marshall, M. V. 10: 75, Mar. '39
Marshall, Violet B. 5: 3, Dec. '34; 7: 3, Oct. '36
Martie, J. E. 2: 86, May '31
Martin, H. C. 2: 201, Mar. '31
massage
effect on peripheral circulation, Kelso, Dorothy, Fosse, Margaret A. and Henry, Fae, 5: 34, Mar. '34
Mateeff, D. 10: 39, Oct. '39
mathematical curves
of growth, Courtis, S. A., 1: 86, Oct. '30
of improvement, Cozens, F. W., 2: 67, Dec. '31
maturation
effect on physical skill, Keeler, L. D., 9: 54, Oct. '38
McCall, Margaret 4: 108, Dec. '33; 8: 101, Mar. '37; 10: 66, Dec. '39
McCloy, C. H. 1: 63, May '30; 2: 183, Mar. '31; 2: 78, Oct. '31; 2: 132, Dec. '31; 3: 235, May '32; 3: 3, Oct. '32; 5: 3, Mar. '34; 5: 46, Mar. '34 sup.; 5: 60, Dec. '34 sup.; 6: 61, May '35; 6: 99, Oct. '35 sup.; 7: 3, Dec. '36; 8: 46, Oct. '37; 9: 50, May '38; 10: 3, Dec. '39.

McCloy, Emma 6: 114, Oct. '35 sup.
McCristal, K. J. 4: 63, May '33; 10: 70, Dec. '39
McCurdy, J. H. 6: 3, May '35 sup.; 6: 11, May '35 sup.; 6: 78, Dec. '35; 8: 3, May '37
McElroy, H. N. 9: 82, Oct. '38
McKinstry, Helen 4: 5, Dec. '33
McMurray, R. J. 10: 117, Mar. '39
McVicar, J. W. 7: 56, Mar. '36
measurement
a multiple strength index of general motor ability, Dunder, V. C., 4: 132, Oct. '33
antero-posterior posture technique, Christenson, C. H., 4: 89, Dec. '33
apparatus for recording foot rhythm in dance, McCristal, K. J., 4: 63, May '33
apparatus for recording rhythmic movements, Muzzey, Dorothy M., 4: 62, Oct. '33
apparatus measuring resistance, swimming, Karpovich, P. V., 4: 21, Oct. '33
apparatus measuring starting time in foot races, Tuttle, W. W., 4: 110, May '33
attempted evaluation of selected activities, Schneider Index, Warner, Edna A., 4: 143, Oct. '33
electro-mechanical track timer, Welser, L., 4: 97, Dec. '33
errors in stop watch timing, Cureton, T. K. and Coe, D. E., 4: 94, May '33
errors in track and field, Kirkpatrick, P. H., 8: 28, Dec. '37
grading of posture, MacEwan, Charlotte G. and Howe, E. C., 3: 144, Oct. '32
in foot examinations with pedograph, Clarke, H. H., 4: 99, Oct. '33
methods used for evaluating teaching success, McKinstry, Helen, 4: 5, Dec. '33
of fitness in convalescents, McCurdy, J. H. and Larson, L. A., 6: 78, Dec. '35
of general motor capacity and ability, McCloy, C. H., 5: 46, Mar. '34 sup.
of last lumbar vertebra, sacrum, and lumbosacral angles, Bigelow, Mary D., 9: 15, May '38
of personal qualities of teachers, Palmer, Irene, 4: 31, Dec. '33
of physical abilities by factor analysis, McCloy, Emma, 6: 114, Oct. '35 sup.
of physical efficiency, tests and charts, Kleeberger, F., 3: 151, May '32
of posture by comparograph, Korb, E. M., 10: 142, Mar. '39
of reflex time in running events, Lautenbach, Ruth and Tuttle, W. W., 3: 138, Oct. '32
of respiratory phases of swimming, Aycock, T. M., Graaff, L. H., and Tuttle, W. W., 3: 199, May '32
of strength by "pull-ups", Anderson, W. G., 3: 81, Mar. '32
of success in teaching folk dancing, Shambaugh, Mary E., 6: 33, Mar. '35
of weight expectancy by skeletal formula, Boillin, Mary L., 3: 173, May '32
postural, Cureton, T. K. Jr., Wickens, J. S., and Elder, H. P., 6: 81, May '35 sup.
rating scales for selecting athletic managers, Nordly, C. L., 4: 111, Dec. '33
reliability of blood pressure, McCurdy, J. H. and Larson, L. A., 6: 3, May '35 sup.
Sargent Jump Test revised, McCloy, C. H., 3: 235, May '32
use of Seashore Test in determining motor rhythm, Annett, T., 3: 183, May '32
what to test for in physical education, Wayman, Agnes, 1: 97, May '30
Wisconsin method for testing abdominal strength, Hamer, Marjorie C., 4: 229, Mar. '33
medical examination
in public schools, Seattle, Washington, Wade, A. E., 10: 86, Mar. '39
medicine
control of ring worm infection of feet, Redden, W. R., 3: 73, May '32
medical examinations and individual programs, Clarke, H. H., 3: 218, May '32
methods used to upgrade medical education, Maroney, F. W., 3: 118, May '32
men
health status of, in college, Pressey, L. C., Martin, H. C., and Behrens, H. D., 2: 201, Mar. '31
menarche
blood count following exercise, Sinclair, Caroline B., 8: 32, Dec. '37
menstruation (see also dysmenorrhea)
and pulse ratio scores, Tuttle, W. W. and Frey, Henryetta, 1: 22, Dec. '30
exercise policies, Hellebrandt, Frances A. and Meyer, Margaret H., 10: 19, Mar. '39
fluctuation in physical efficiency, Scott, Gladys and Tuttle, W. W., 3: 137, Mar. '32

mentally abnormals
and play, Davis, J. E., 2: 83, Dec. '31
Mercer, E. L. 3: 27, May '32
Meredith, W. F. 4: 68, Mar. '33
Messersmith, L. L. 2: 57, May '31; 3: 78, Mar. '32; 9: 136, May '38; 10: 61, Oct. '39
metabolism
and chinning, Hamlin, H. E. and Waterman, F. A., 7: 79, Oct. '36
exercise, in conditioning, Schneider, E. C., 1: 1, Mar. '30
following work, Hodgson, Pauline, 7: 12, Mar. '36
tests of and endurance, Wellesley College Studies in Hygiene and Physical Education, 9: 10, Mar. '38 sup.
under basal condition, Hodgson, Pauline, 7: 11, Mar. '36
Metcalf, H. G. 4: 110, Mar. '33
Metcalf, T. N. 3: 1, May '32
Metheny, Eleanor 9: 105, Dec. '38; 10: 41, Dec. '39
method
application of objective method to grading posture, MacEwan, Charlotte G., Powell, Elizabeth, and Howe, E. C., 6: 3, Mar. '35
comparison of whole and part learning, Cross, T. J., 8: 49, Dec. '37
formal compared with informal, Kulcinski, L., 2: 18, May '31
of research in physical education, McCloy, C. H., 1: 63, May '30
of teaching hygiene, Kent, F. S. and Prentice, H. A., 10: 133, May '39
of teaching soccer, A survey, Conn, Elisebeth, Pendergast, Helen, and McCall, Margaret, 10: 66, Dec. '39
teaching, logical vs. psychological, Clevett, M. A., 2: 104, Dec. '31
teaching, massed vs. distributed, Cozens, F. W., 2: 75, Dec. '31
to teach leadership, Savage, Ruth, 1: 71, Mar. '30
Meyer, Margaret H. 10: 10, Mar. '39
Miles, Meryl M. 5: 73, Mar. '34
Miles, W. R. 2: 5, Oct. '31; 2: 14, Oct. '31
military training
a substitute for required physical education, Clarke, H. H., 3: 218, May '32
Miller, E. A. 10: 70, Dec. '39
Miller, L. 9: 94, Mar. '38
Miller, N. F. 1: 131, May '30
Mitchell, A. Viola 5: 86, Mar. '34 sup.
Mitchell, D. C. 5: 127, Oct. '34
Mitchell, E. D. 3: 42, May '32; 5: 32, Dec. '34 sup.
Monsson, C. D. 9: 45, Oct. '38
Montague, K. 6: 92, May '35
Moore, H. E. 4: 29, Oct. '33
Morehouse, L. E. 10: 89, Mar. '39
Moser, Helen 5: 3, May '34
motion pictures
apparatus for study of films, Glassow, Ruth B. and Broer, Marion R., 9: 41, May '38
equipment for showing, Palmer, Gladys E., 7: 164, Mar. '36
in health and physical education, Hughes, W. L. and Stimson, P. E., 9: 104, Mar. '38
in teaching hygiene, Kent, F. S. and Prentice, H. A., 10: 133, May '39
use in physical education, Palmer, Gladys E., 7: 161, Mar. '36
use in sports, Palmer, Gladys E., 7: 159, Mar. '36; Turnbull, Jenny E., 10: 154, May '39
motor ability
a multiple strength index of, Dunder, V. C., 4: 132, Oct. '33
and capacity, measurement of, McCloy, C. H., 5: 46, Mar. '34 sup.
and interests of high school girls, Driftmier, Erna, 4: 198, Mar. '33
and participation in physical education, Graybeal, Elizabeth, 7: 60, Dec. '36
and physical traits, correlation in junior high school boys, Ragsdale, C. E. and Breckenfeld, I. J., 5: 47, Oct. '34

and posture, Deaver, G. G., 4: 221, Mar. '33
and rhythm, relation of in women, Lemon, Eloise and Sherbon, Elizabeth, 5: 82, Mar. '34 sup.
and speed, Coleman, J. W., 8: 123, Oct. '37; Rarick, L., 8: 89, Dec. '37
classification of women into homogeneous groups, Alden, Florence D., Horton, Margery O., and Caldwell, Grace M., 3: 85, Mar. '32
of major and non-major students, Duggan, Anne S., 8: 38, Oct. '37
problems related to, Wellesley College Studies in Hygiene and Physical Education, 9: 57, Mar. '38 sup.
related to physiological tests, Howe, E. C., 1: 90, May '30
relation to learning psycho-motor skills, Hoskins, R. N., 5: 63, Mar. '34
scoring key for college women, Wayman, Agnes R., 1: 80, Dec. '30
studies, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
tests and analysis of, Wellesley College Studies in Hygiene and Physical Education, 9: 49, Mar. '38 sup.
tests for college women, Humiston, Dorothy, 8: 181, May '37; Scott, M. Gladys, 10: 63, Oct. '39
tests for high school girls, Powell, Elizabeth and Howe, E. C., 10: 81, Dec. '39
motor educability
analysis of stunt type test, McCloy, C. H., 8: 46, Oct. '37
and gymnastics ability, Wettstone, E., 9: 121, Dec. '38
as a factor analysis component, Wendler, A. J., 9: 64, Mar. '38
Johnson test as a test of, Metheny, Eleanor, 9: 105, Dec. '38
test of, McCloy, C. H., 8: 52, Oct. '37
motor performance
influence of chronological age on, McCloy, C. H., 6: 61, May '35
relation of dominance to, Irwin, L. W., 9: 98, May '38
Moulton, Gertrude E. 5: 14, Oct. '34
movement
an analysis of and muscle latent times, Beebee, F. S., 9: 10, Mar. '38
in representative art, Wellesley College Studies in Hygiene and Physical Education, 9: 120, Mar. '38 sup.
Murdaugh, C. A. 7: 129, Oct. '36
Murphy, Mary A. 4: 81, Dec. '33; 5: 83, Mar. '34; 8: 78, Dec. '37
muscle
activity, effect of cold and heat on, Kenefick, Thelma M. and Denkmann, Dorothy, 5: 92 Mar. '34 sup.
effect of short circuiting, Burge, W. E. et al., 9: 50, Oct. '38
neuromuscular control of, Affleck, G. B., 2: 60, Mar. '31
tone, related to dysmenorrhea, Miller, N. F., 1: 138, May '30
treppe phenomenon in, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
muscular action
chemical mechanism of, Goorley, J. T., 10: 89, Dec. '39
source of energy for, Goorley, J. T., 10: 89, Dec. '39
music
related to dance, Smith, Helen L., 1: 117, Oct. '30
Muzzey, Dorothy M. 4: 62, Oct. '33

Nagle, B. N. 10: 75, Mar. '39
Nakamura, H. 5: 33, Mar. '34 sup.
Nash, J. B. 3: 126, May '32
Navy
qualifications of applicants for, Templeton, H. D., 9: 3, Mar. '38

Negroes
anthropometric differences from whites, Metheny, Eleanor, 10: 41, Dec. '39
patellar tendon reflex, Browne, R. L., 6: 121, May '35
physical growth of, Adams, E. H., 9: 102, Oct. '38
sociological contributions of physical education to, Bell, W. M., 10: 137, May '39
status of health and physical education, Ellis, A. W., 10: 135, Mar. '39
status of physical education in Texas high schools, Codwell, J. E., 10: 115, May '39
Neilson, N. P. 2: 217, Mar. '31; 4: 51, Mar. '33; 4: 78, Oct. '33; 5: 3, Oct. '34; 6: 48, Dec. '35; 7: 36, Mar. '36
nerve conduction
during narcosis, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
Neumeyer, M. H. 10: 11, Dec. '39
Nevins, Irma G. 3: 192, May '32
Nichols, Elizabeth C. 9: 88, May '38
Nichols, J. H. 2: 15, Mar. '31; 2: 179, Mar. '31; 3: 64, May '32
Nordly, C. L. 4: 111, Dec. '33; 10: 122, May '39
norms
age-height-weight for college women, McCall, Margaret, 8: 101, Mar. '37
archery achievement, Hyde, Edith I., 7: 72, Dec. '36; 8: 114, May '37
athletic ability, Cozens, F. W., 1: 38, Mar. '30
baseball, Rodgers, Elizabeth G., and Heath, Marjorie L. 2: 118, Dec. '31
basketball, Russell, Naomi and Lange, Elizabeth, 9: 53, Dec. '38; Dyer, Joanna T., Schurig, Jennie C., and Apgar, Sara L., 10: 145, Oct. '39
broad jump, Cozens, F. W., Trieb, M. H., and Neilson, N. P., 7: 42, Mar. '36
chinning and dipping, McCloy, C. H., 2: 132, Dec. '31
height, college women, Herriott, J. S., 1: 46, Mar. '30
height-weight, Gould, H. N., 1: 1, Oct. '30; Cozens, F. W., 2: 80, Dec. '31
inadequacy of, for strength, Griffitts, C. H., 6: 117, Dec. '35
motor ability test, Scott, M. Gladys, 10: 82, Oct. '39; Powell, Elizabeth and Howe, E. C., 10: 81, Dec. '39
pulse and pulse ratio for boys, Tuttle, W. W. and Skien, J. S., 1: 28, Oct. '30
pulse ratio for women, Tuttle, W. W. and Frey, Henryetta, 1: 23, Dec. '30
running, Cozens, F. W., Trieb, M. H., and Neilson, N. P., 7: 40, Mar. '36
strength of college women, Driftmier, Erna, 8: 82, Mar. '37
tennis ability, Dyer, Joanna T., 9: 29, Mar. '38
vital capacity and chest, of Hawaiians, Louttit, C. M. and Halford, J. F., 1: 34, Dec. '30
vital capacity for women, Gould, H. N. and Lockhart, Alice, 1: 36, Dec. '30
weight, college women, Herriott, J. S., 1: 46, Mar. '30
weight-height, Cozens, F. W., 2: 80, Dec. '31
Norris, J. Anna 8: 3, Dec. '37
Noyes, Elizabeth 4: 71, Oct. '33
nutrition
comparison of indices of, Allman, D. I., 8: 79, May '37
status of college group, Gammon, G. D., 5: 31, Mar. '34

Objectives
aims of an educational athletic program for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
comparison of boys' and girls' program, Park, Bessie L., 8: 111, Oct. '37
determinations of, LaPorte, W. R., 7: 100, Oct. '36
of dance in elementary schools, LaSalle, Dorothy, 2: 8, Dec. '31
of elementary school physical education, Richards, J. N., 8: 103, Mar. '37
of physical education, LaPorte, W. R., 2: 1, Mar. '31; Staley, S. C., 2: 76, Mar. '31; Wellesley College Studies in Hygiene and Physical Education, 9: 5, Mar. '38 sup.
of physical education in Russia, Dawson, P. M., 8: 39, Mar. '37

of posture correction, Rogers, J. F., 2: 30, Mar. '31
of pupils in high school physical education, Lapp, V. W., 4: 157, May '33
report of committee on, Mustaine, W. W. H., 3: 29, Dec. '34
standards for women's athletics, Collins, Laurentine B., 8: 44, May '37
Oklavec, F. L. 1: 62, Oct. '30; 2: 91, Mar. '31
O'Neel, F. W. 7: 67, May '36
Orringer, Sylvia 10: 80, Mar. '39
Orth, O. S. 7: 99, May '36
orthopedics
and posture, Zullig, Viola W., 7: 44, Dec. '36
postural deviations in college women, Frost, Loraine H., 1: 29, Mar. '30
postural deviations in children, Maple, Katharine N., 1: 30, Mar. '30
vital capacity in trunk deformities, Hansson, K. G., 10: 72, May '39
oxygen
and exercise, Schneider, E. C., 1: 1, Mar. '30
consumption by athletes and length of season, Baldwin, F. M. and Shaw, R. J., 4: 27, Dec. '33
consumption in chinning, Hamlin, H. E. and Waterman, F. A., 7: 77, Oct. '36
debt, and endurance, Wellesley College Studies in Hygiene and Physical Education, 9: 10, Mar. '38 sup.
debt, following participation in basketball, Hodgson, Pauline, 10: 53, Oct. '39
effect on swimming, Karpovich, P. V., 5: 24, May '34
relation to fatigue, Goorley, J. T., 10: 89, Dec. '39
Page, Barbara 4: 5, May '33
pageant
pathways to personality, Clevett, M. A., 5: 46, Dec. '34 sup.
Palmer, Gladys E. 7: 159, Mar. '36
Palmer, Irene 4: 31, Dec. '33
Park, Bessie L. 8: 107, Oct. '37
participation
of physical education students in non-required activities, Prosch, F., 9: 59, Oct. '38
Patterson, B. 10: 67, Mar. '39
Peaseley, Virginia 8: 133, Mar. '37
Peik, W. E. 3: 18, Dec. '34
Pendergast, Helen 10: 66, Dec. '39
Penick, D. A. 4: 26, Mar. '33
Pennock, E. W. 6: 120, May '35 sup.
pentathlon
history of Greek, Woody, T., 7: 10, May '36
periodicals
articles on athletics in, Shearer, Florence M., 7: 134, Mar. '36
articles on physical education in, Shearer, Florence M., 7: 131, Mar. '36
list of current, Redman, Aletha B., 6: 63, Mar. '35
personality
development of, Lloyd, F. S., 5: 3, Dec. '34 sup.
family and education backgrounds of physical education majors, Ragsdale, C. E., 3: 243, May '32
of college physical education students, Brown, Margaret C., 6: 69, Dec. '35
of major and non-major students, Duggan, Anne S., 8: 38, Oct. '37
pathways to—a pageant, Clevett, M. A., 5: 46, Dec. '34 sup.
qualities of women teachers, Palmer, Irene, 4: 31, Dec. '33
scale for measuring, Blanchard, B. E., 7: 60, May '36; O'Neel, F. W., 7: 67, May '36
study of differentials based on activities, Cowell, C. C., 6: 129, Dec. '35
symposium on growth and development, Steinhaus, A. H., Freeman, F., and Wanamaker, Claudia, 5: 18, Dec. '34 sup.
temperament related to pulse ratio, Tuttle, W. W. and Frey, Henryetta, 1: 21, Dec. '30
traits of college majors in physical education, Ragsdale, C., 3: 243, May '32

Peterson, Agnes B. 9: 75, Dec. '38
Phillips, P. C. 6: 26, May '35
Philostratos
observations on gymnastics, Woody, T., 7: 5, May '36
physical ability
and posture, Deaver, G. G., 4: 221, Mar. '33
physical education
a "code" for teachers, Walker, C. L., 5: 63, May '34
achievement, grading of, Oktavec, F. L., 2: 91, Mar. '31
achievement scales for boys and girls, Neilson, N. P. and Cozens, F. W., 5: 3, Oct. '34
achievement scales for college women, Cozens, F. W. and Cubberley, Hazel J., 6: 14, Mar. '35
achievement tests in, Brace, D. K., 2: 32, Oct. '31
activities, relative values of, LaPorte, W. R., 2: 115, Mar. '31
age of teachers, Cahn, L. J., 10: 92, May '39
and intramural athletics, Mitchell, E. D., 3: 42, May '32
articles in education magazines, Shearer, Florence M., 7: 131, Mar. '36
attitudes and interest toward, Wiedamann, Inge Von L. and Howe, E. C., 8: 15, Mar. '37
background of college students, Beise, Dorothy, 6: 39, May '35
bibliography of, Greene, E. B. and McCloy, C. H., 7: 3, Dec. '36
changing principles of, LaPorte, W. R., 2: 1, Mar. '31
character building influence of, McCloy, C. H., 1: 41, Oct. '30
check list for locating teaching difficulties, Graybeal, Elizabeth, 10: 84, May '39
classification of boys for, Bookwalter, K. W., 10: 119, Oct. '39
coeducation in college, Cobb, Louise, S., 10: 20, Dec. '39
content of professional courses, Scott, T., 10: 78, May '39
costumes for girls and women, Small, Clare, 5: 70, Oct. '34
criteria for evaluation, Spindler, Evelyn B. and Dambach, J., 7: 123, Mar. '36
curriculum study of, Montague, K., 6: 92, May '35
education of men teachers of, Peik, W. E. and Fitzgerald, G. B., 3: 18, Dec. '34
educational theories applied to, Schwendener, Norma, 1: 125, Oct. '30
effects of depression on salaries and teaching loads in, Scott, H. A., 5: 97, Oct. '34
effect on frequency of illness, Lapp, V. W., 8: 73, Dec. '37
effect on over and under weight, McCall, Margaret, 4: 108, Dec. '33
evaluation of, Wrightstone, J. W., 7: 26, Mar. '36
facilities and equipment in Minnesota high schools, Nordly, C. L., 10: 122, May '39
factors influencing elective participation, Kane, Isabel B. and Hodgson, Pauline, 10: 57, Mar. '39
for personality development, Lloyd, F. S., 5: 3, Dec. '34 sup.
for women in colleges, Marshall, Violet B., 5: 3, Dec. '34
functions during a depression, Williams, J. F., 4: 9, Mar. '33
guide to literature of, Sefton, Alice A., 6: 3, Dec. '35
high spots in American, Mitchell, E. D., 5: 32, Dec. '34 sup.
in elementary schools, principles for, Cowell, C. C., 2: 90, Dec. '31
in Junior High Schools of Illinois, Jackson, C. O., 10: 124, Mar. '39
in nursing schools, Fash, Bernice, 8: 106, Dec. '37
in Russia, Dawson, P. M., 8: 33, Mar. '37
interests of boys in, Clevett, M. A., 5: 27, Oct. '34
interests of college students, Haynes, Wilma D., 2: 214, Mar. '31
interrelationship of intramurals and athletics, Nichols, J. H., 3: 64, May '32
laboratory experience for teachers of, MacNeil, J. P., 5: 101, May '34
least attractive factors in program, Alden, Mabel A., 3: 97, Dec. '32
method of classifying pupils for, Kistler, J., 5: 42, Mar. '34
method of research in, McCloy, C. H, 1: 63, May '30
modern trends in, Elliott, Ruth, 1: 74, May '30
National Associations concerned with athletics for girls and women, Committee, A.P.E.A., 3: 79, Oct. '32

National Committee report on standards, Neilson, N. P., 6: 48, Dec. '35
new deal in, McCloy, C. H., 5: 60, Dec. '34 sup.
participation of majors in non-required activities, Prosch, F., 9: 59, Oct. '38
place in a college, Savage, H. J., 4: 15, Mar. '33
policies in the required program, Rogers, F. R., 4: 118, Mar. '33
ratings of activities for value to, Committee on Curriculum Research, 1: 15, May '30
rating profile for teachers, Brown, Margaret C., 9: 73, Oct. '38
recreation contributions, Spindler, Evelyn B. and Dambach, J., 7: 119, Mar. '36
requirements for college men, McCristal, K. J. and Miller, E. A., 10: 70, Dec. '39
research needs in, McCloy, C. H., 2: 78, Oct. '31
safety in college, Eastwood, F. R., 5: 63, Oct. '34
sociological contributions to the Negro, Bell, W. M., 10: 137, May '39
sources and descriptions of films in, Hughes, W. L. and Stimson, Pauline E., 9: 104, Mar. '38
state associations, study of, Bronson, Alice O., 5: 112, Mar. '34
status for college women, Marshall, Violet B., 7: 3, Oct. '36
status of graduate work, Norris, J. Anna and Sweet, Dorothy C., 8: 3, Dec. '37
status of in Negro women's colleges, Ellis, A. W., 10: 135, Mar. '39
status of in secondary schools of Illinois, Jackson, C. O., 9: 47, Mar. '38
status of in Texas high schools for Negros, Codwell, J. E., 10: 115, May '39
student and adult leadership in, Savage, Ruth, 1: 71, Mar. '30
survey attitudes of freshman women, Bullock, Marguerite and Alden, Florence D., 4: 60, Dec. '33
teacher training program, Oktavec, F. L., 1: 62, Oct. '30
technique for survey in schools, Cozens, F. W., 3: 3, Dec. '32
theses, suggested subjects for, Browne, A. D., 2: 128, May '31
trends in facilities and construction, Committee on Construction and Material Equipment, 1: 41, May '30
use of motion pictures in, Palmer, Gladys E., 7: 161, Mar. '36
physical efficiency
as measured at the University of California, Kleeberger, F., 3: 151, May '32
effects of changes in external temperature, Wells, G., 4: 162, Mar. '33
fluctuation during the menstrual cycle, Scott, Gladys and Tuttle, W. W., 3: 137, Mar. '32
measured by pulse ratio, Tuttle, W. W. and Skien, J. S., 1: 19, Oct. '30; Tuttle, W. W. and Frey, Henryetta, 1: 17, Dec. '30
rated by simplified pulse ratio technique, Tuttle, W. W. and Dickinson, R. E., 9: 73, May '38
review of tests of, Krakower, H., 8: 60, Mar. '37
scoring system for college women, Wayman, Agnes R., 1: 74, Dec. '30
physical fitness
and athletic performance, Anderson, Theresa W., 7: 140, Mar. '36
and environment, Wrightstone, J. W., 7: 33, Mar. '36
and seasonal changes, Wrightstone, J. W., 7: 31, Mar. '36
and success in teaching, McKinstry, Helen, 4: 5, Dec. '33
and type of activity program, Wrightstone, J. W., 7: 31, Mar. '36
and vital capacity, Cureton, T. K., 7: 80, Dec. '36; VanDalen, D., 7: 93, Dec. '36
application of tests of, Howland, Ivalclare S., 7: 120, May '36
as a classifier for girls, Anderson, Theresa, 8: 70, Oct. '37
as a factor in velocity, Harris, Jane E., 8: 116, Dec. '37
as measured by cardiovascular and metabolism test, Wellesley College Studies in Hygiene and Physical Education, 9: 10, Mar. '38 sup.
blood pressure as index of, McCurdy, J. H. and Larson, L. A., 6: 3, May '35 sup.
circulatory reaction to standing and, Turner, Abby H., 1: 5, Dec. '30
comparison of athletes and non-athletes, Wieneke, K., 3: 223, May '32
flarimeter tests of circulation, Wells, P. V., 5: 44, Dec. '34
in adolescence measured by Schneider Test, Pennock, E. W., 6: 120, May '35 sup.
of sixteen year olds, Phillips, P. C., 6: 26, May '35

of youths in Civilian Conservation Corps, Walker, G. A., 10: 97, May '39
P.F.I. related to health ratings, Chamberlain, C. G. and Smiley, D. F., 2: 193, Mar. '31
physiological tests of, Howe, E. C., 1: 90, May '30
prediction of, McCurdy, J. H. and Larson, L. A., 6: 11, May '35 sup.
physical inspection
control of ring worm infection of feet, Redden, W. R., 3: 73, May '32
in colleges, Lawton, S. U., 1: 1, May '30
of candidates for U. S. Navy, Templeton, H. D., 9: 3, Mar. '38
report of A.P.E.A. committee for girls and women, Moulton, Gertrude E., 5: 14, Oct. '34
physical proficiency
tests for sectioning classes, Johnson, G. B., 3: 128, Mar. '32
physical skill
relation to maturation, Keeler, L. D., 9: 54, Oct. '38
physical training
effect of on adolescent girls, Warner, Edna A., 4: 143, Oct. '33
physiology
contribution to personality development, Steinhaus, A. H., 5: 18, Dec. '34 sup.
play
of children, factors related to, Davis, J. E., 1: 34, Mar. '30
facilities for, surveyed in elementary schools, Altenburg, W. J., 2: 61, May '31
phylogenetic background of, Davis, J. E., 2: 83, Dec. '31
play days
compared with women's intercollegiate athletics, Lee, Mabel, 2: 93, May '31
playgrounds, school
administration of, Clements, W. S., 8: 55, Dec. '37
policies
report of committee on objectives and, Mustaine, W. W. H., 5: 29, Dec. '34
posture
and cardio-respiratory function, Cyriax, E., 7: 74, Dec. '36
and emotional stability, Deaver, G. G., 4: 221, Mar. '33
and participation in physical education, Graybeal, Elizabeth, 7: 60, Dec. '36
and scholarship, Deaver, G. G., 4: 221, Mar. '33
and weight, Zullig, Viola W., 7: 53, Dec. '36
anteroposterior, grading of, Wellesley College Studies in Hygiene and Physical Education, 9: 79, Mar. '38 sup.
criteria for correct, Rogers, J. F., 2: 30, Mar. '31
during activity, Stetson, R. H. and Throner, G. C., 7: 143, Mar. '36
examination in public schools, Seattle, Washington, Wade, A. E., 10: 86, Mar. '39
factors in, Wellesley College Studies in Hygiene and Physical Education, 9: 89, Mar. '38 sup.
grading and prediction of improvement, MacEwan, Charlotte G., Powell, Elizabeth, and Howe, E. C., 6: 3, Mar. '35
lateral curvatures of the spine, Wellesley College Studies in Hygiene and Physical Education, 9: 99, Mar. '38 sup.
measurement of, Maple, Katharine N., 1: 30, Mar. '30; Cureton, T. K. Jr., Wickens, J. S., and Elder, H. P., 6: 81, May '35 sup.; Zullig, Viola W., 7: 45, Dec. '36
method of grading, MacEwan, Charlotte G. and Howe, E. C., 3: 144, Oct. '32
method of measuring, Cureton, T. K. Jr., 2: 101, Oct. '31
objective method of grading foot, Wellesley College Studies in Hygiene and Physical Education, 9: 103, Mar. '38 sup.
of college women, Thomas, Leah and Lindner, Amy, 1: 104, Oct. '30
of lower leg, Kelly, Ellen, 8: 133, May '37
orthopedic aspects, Zullig, Viola W., 7: 44, Dec. '36
photographs used in measurement, Wickens, J. S. and Kiphuth, O. W., 8: 38, Dec. '37
photography, Leonard, Bertha H., 5: 79, Dec. '34
place of, in women's program, Atwell, Ruth H., 1: 103, Oct. '30

related to dysmenorrhea, Miller, N. F., 1: 139, May '30
related to functional disorders, Spindler, Evelyn B., 2: 36, May '31
related to skill, DiGiovanna, V. G., 2: 67, May '31
related to weight and vital capacity, Alden, Florence D. and Top, Hilda, 2: 38, Oct. '31
relations in walking, Wellesley College Studies in Hygiene and Physical Education, 9: 97, Mar. '38 sup.
relationship to mental and physical health, Deaver, G. G., 4: 221, Mar. '33
scale for measuring, Crook, Billie L., 7: 96, Dec. '36
validity of measurements of, Cureton, T. K. Jr., 2: 101, Oct. '31; Korb, E. M., 10: 142, Mar. '39
value of therapeutic program in, Tisdale, Hope, 5: 56, Oct. '34
potential, electrical
of brain cortex and kneejerk, Burge, W. E. et al., 9: 45, Oct. '38
Powell, Elizabeth 6: 3, Mar. '35; 10: 81, Dec. '39
power
ability to develop, measured by Revised Sargent Test, McCloy, C. H., 3: 235, May '32
and athletic performance, Carpenter, Aileen, 9: 120, May '38; 9: 22, Dec. '38
practice
and success in football, Hartmann, G. W., 1: 85, Mar. '30
prediction
in physical education, Patterson, B., 10: 67, Mar. '39
Prentice, H. A. 10: 133, May '39
Pressey, L. C. 2: 201, Mar. '31
pressure
of water during swimming, Karpovich, P. V., 10: 3, Oct. '39
Prettyman, A. I. 2: 180, Mar. '31
principles
for professional education, Oktavec, F. L., 1: 68, Oct. '30
problems
for research in physical education, McCloy, C. H., 1: 63, May '30; Wayman, Agnes, 1: 97, May '30
in psychology and athletics, Griffith, C. R., 1: 34, Oct. '30
in teacher training, Jackson, C. O., 7: 114, May '36
of physical education teachers, Graybeal, Elizabeth, 10: 84, May '39
of placing student teachers, Abbott, Elizabeth, 7: 151, Mar. '36
suggested for research, Williams, J. F., 2: 181, Mar. '31; McCloy, C. H., 2: 183, Mar. '31; 2: 78, Oct. '31
survey method for attacking, Davis, E. C., 2: 27, May '31
program
bases for planning, Stuhr, Elsie J., 7: 92, May '36
boys, relative value of activities, Committee on Curriculum Research, 2: 115, Mar. '31
comparison of boys' and girls', Park, Bessie L., 8: 107, Oct. '37
for college women, basic considerations, Glassow, Ruth, 1: 111, May '30
for college women, place of posture in, Atwell, Ruth H., 1: 103, Oct. '30
intramural, women, Wagner, Miriam, 2: 206, Mar. '31
modern trends in, Elliott, Ruth, 1: 74, May '30
of activities for college, LaPorte, W. R., 8: 95, Mar. '37
of activities for elementary schools, LaPorte, W. R., 8: 93, Mar. '37
of activities for secondary schools, LaPorte, W. R., 8: 95, Mar. '37
of elective physical education, factors influencing participation, Kane, Isabel B. and Hodgson, Pauline, 10: 57, Mar. '39
physical education, rated value of different activities, Committee on Curriculum Research, 1: 15, May '30
research needed on, McCloy, C. H., 2: 78, Oct. '31
standards for women's athletics, Collins, Laurentine B., 8: 26, May '37
suggested research on, McCloy, C. H., 2: 186, Mar. '31

Prosch, F. 3: 75, Dec. '32; 9: 59, Oct. '38
psychiatry
contribution to physical development, Wanamaker, Claudia, 5: 30, Dec. '34 sup.
psychological effects
of play, Davis, J. E., 2: 83, Dec. '31
psychology
and athletics, problems in, Griffith, C. R., 1: 34, Oct. '30
contributions to personality development, Freeman, F., 5: 29, Dec. '34 sup.
pulmonary ventilation
and chinning, Hamlin, H. E. and Waterman, F. A., 7: 77, Oct. '36
following basketball, Hodgson, Pauline, 7: 47, May '36
under basal condition and following work, Hodgson, Pauline, 7: 11, Mar. '36
pulse rate (see heart rate)
pulse ratio
and organic heart lesions, Lee, E. N., 8: 123, Mar. '37; Carpenter, Aileen, 8: 130, Mar. '37
of boys, Tuttle, W. W. and Skien, J. S., 1: 19, Oct. '30
of college women, Tuttle, W. W. and Frey, Henryetta, 1: 17, Dec. '30
reliability of test, Franklin, H. and Farmer, D., 9: 81, May '38
simplified technique for rating physical efficiency, Tuttle, W. W. and Dickinson, R. E., 9: 73, May '38
standardization of exercise for, Tuttle, W. W. and Charlesworth, J. E., 10: 150, Mar. '39
test as measure of endurance, Flanagan, K., 6: 46, Oct. '35 sup.
test, description of, Tuttle, W. W., 2: 5, May '31
to detect abnormal hearts, Sievers, H., 6: 31, May '35
validity of, as a test of cardiac efficiency, Henry, F. M. and Kleeberger, F. L., 9: 32, Mar. '38
push-ups
related to posture, DiGiovanna, V. G., 2: 73, May '31

Qualifications
of applicants for the U. S. Navy, Templeton, H. D., 9: 3, Mar. '38
questionnaire
academic subjects taught by physical education teachers, Moore, H. E., 4: 29, Oct. '33
grade placement and time allotment activities, LaPorte, W. R., 4: 145, Mar. '33
needs of physical education for girls in Kansas, Nevins, Irma G., 3: 192, May '32
on attitudes toward required physical education, Smith, W. R., 4: 246, Mar. '33
reliability and validity of, Seham, M. and Schey, O., 5: 31, May '34
subject combinations taught with physical education, Street, C. W., 4: 38, Oct. '33
Quimby, R. C. 5: 91, Mar. '34

Race
and nutritional status, Allman, D. I., 8: 88, May '37
Ragsdale, C. E. 3: 243, May '32; 5: 47, Oct. '34
Ranck, W. M. 6: 75, Mar. '35
Rarick, L. 8: 89, Dec. '37
Rath, E. 1: 9, Mar. '30; 10: 51, Mar. '39
Rathbone, Josephine L. 7: 77, Dec. '36
rating
profile for physical education teachers, Brown, Margaret C., 9: 73, Oct. '38
rating scale
for character, McCloy, C. H., 1: 60, Oct. '30
for women in throw, run, and jump, Mitchell, A. Viola, 5: 86, Mar. '34 sup.
used to evaluate activities in program, LaPorte, W. R., 2: 115, Mar. '31

rats
their growth, diet, and resistance to infection in relation to exercise, Wellesley College Studies in Hygiene and Physical Education, 9: 24, Mar. '38 sup.
reaction time
analysis of movement, Lapp, V. W., 6: 19, Oct. '35 sup.
and motor ability, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
and skill, Beise, Dorothy and Peaseley, Virginia, 8: 133, Mar. '37
as factor in speed, Rarick, L., 8: 98, Dec. '37
hourly variations in, Elbel, E. R., 10: 35, Mar. '39
in relation to handedness, Tuttle, W. W. and Travis, L. E., 6: 3, Oct. '35 sup.
in sprinting, Nakamura, H., 5: 33, Mar. '34 sup.
measurement of, Burpee, R. H. and Stroll, W., 7: 110, Mar. '36
of football charging, Miles, W. R., 2: 5, Oct. '31; Miles, W. R. and Graves, B. C., 2: 15, Oct. '31
of muscles, simple and choice, Beebee, F. S., 9: 10, Mar. '38
patellar tendon reflex in whites and Negroes, Browne, R. L., 6: 121, May '35
related to speed in running, Westerlund, J. H. and Tuttle, W. W., 2: 95, Oct. '31
relation to participation in activity, Burpee, R. H. and Stroll, W., 7: 115, Mar. '36
Reckmeyer, Louella 5: 99, Mar. '34 sup.
recreation
activity choices in, Haynes, Wilma D., 2: 214, Mar. '31; Vogeler, R. F., 2: 114, Oct. '31
bibliography of, Greene, E. B. and McCloy, C. H., 7: 35, Dec. '36
carry-over activities for, Haynes, Wilma D., 2: 214, Mar. '31
comparison of values of individual and team games, Crosslin, Hiawatha, 10: 128, May '39
contribution of physical activities to, Committee on Curriculum Research, 1: 15, May '30
contributions of physical education, Spindler, Evelyn B. and Dambach, J., 7: 119, Mar. '36
development of in Chicago, Halsey, Elizabeth, 10: 15, Oct. '39
interests in physical education, Vogeler, R. F., 2: 114, Oct. '31
interests of college women, Toogood, Ruth, 10: 90, Oct. '39
leisure-time activities of men, Cameron, F. E., 6: 96, Oct. '35 sup.
leisure-time activities of young adults, Gloss, G. M., 9: 138, May '38
of teachers, Cooke, D. H. and Hyder, N. E., 8: 97, May '37
organizations conducting, Murdaugh, C. A., 7: 130, Oct. '36
participation and interests of children, Edgren, H. D., 8: 56, Oct. '37
practices in social institute report, Edgren, H. D., 5: 59, Dec. '34 sup.
research in, Hjelte, G., 10: 3, Mar. '39; Neumeyer, M. H., 10: 11, Dec. '39
skills for, in the physical education program, LaPorte, W. R., 2: 115, Mar. '31
studies in, Haynes, Wilma D., 2: 214, Mar. '31
survey of children's interests, McMurray, R. J., 10: 117, Mar. '39
therapy for central nervous system disorders, Hunt, Jane, Ashcraft, K., and Johnson, G. B., 9: 60, Mar. '38
Redden, W. R. 3: 73, May '32
Redman, Aletha B. 6: 63, Mar. '35
Reeck, C. C. 10: 72, Mar. '39
relaxation
during activity, Stetson, R. H. and Throner, G. C., 7: 143, Mar. '36
in polyrhythmic gymnastics, Rath, E., 1: 9, Mar. '30
research
abstracts of student projects, Hellebrandt, Frances A., 4: 76, May '33
an experiment in teaching method, Hellebrandt, Frances A., 4: 76, May '33
elements of statistics, Good, W. R., 4: 131, May '33
in athletics for girls and women, Committee A.P.E.A., 3: 79, Oct. '32
in physical education, listed needs, Wayman, Agnes, 1: 97, May '30
in recreation, Hjelte, G., 10: 3, Mar. '39; Neumeyer, M. H., 10: 11, Dec. '39
laboratory for athletics, Griffith, C. R., 1: 34, Oct. '30
library, techniques of, Cushman, W. P., 10: 113, Mar. '39

needs, in physical education, McCloy, C. H., 2: 78, Oct. '31
problems in character building, McCloy, C. H., 1: 41, Oct. '30
problems recommended for study, Williams, J. F., 2: 181, Mar. '31; McCloy, C. H., 2: 183 Mar. '31
procedures, Good, W. R., 3: 117, Oct. '32
professional progress through, McCloy, C. H., 1: 63, May '30
projects in applied physical science, Cureton, T. K. Jr., 6: 113, May '35 sup.
specialist, his role in teacher education, Lloyd, F. S., 9: 33, Dec. '38
techniques of cinematography, Cureton, T. K. Jr., 10: 3, May '39
unexplored area, McCloy, C. H., 10: 3, Dec. '39
research section
history of, A.A.H.P.E., Clarke, H. H., 9: 25, Oct. '38
respiration (see also breathing)
analysis habits of trained swimmers, Aycock, T. M., Graaff, L. H., and Tuttle, W. W., 3: 199, May '32
and training, Schneider, E. C., 1: 1, Mar. '30
effects of changes in external temperature, Wells, G., 4: 162, Mar. '33
effects of swimming on sinuses, Livingstone, A., 3: 145, Mar. '32
effect on recovery from fatigue, Joseph, P. M., 6: 60, May '35 sup.
following basketball, Hodgson, Pauline, 7: 47, May '36
following work, Hodgson, Pauline, 7: 12, Mar. '36
in swimming and diving, Karpovich, P. V., 10: 3, Oct. '39
of golfers during drive and putt, Schudel, Helen, 5: 62, Mar. '34 sup.
of sprinters in starting, Felker, A. H., 5: 20, Mar. '34 sup.
under basal condition, Hodgson, Pauline, 7: 11, Mar. '36
respiratory measures
and chinning, Hamlin, H. E. and Waterman, F. A., 7: 77, Oct. '36
responsibilities
of women physical education teachers, Schwehn, Hilda M., 9: 81, Dec. '38
rhythm
and gymnastics ability, Wettstone, E., 9: 121, Dec. '38
and motor ability, relation of in women, Lemon, Eloise and Sherbon, Elizabeth, 5: 82, Mar. '34 sup.
developed by polyrhythmics, Rath, E., 1: 9, Mar. '30
factors effecting learning, McCristal, K. J., 4: 63, May '33
function of, in dance, H'Doubler, Margaret, 1: 115, Oct. '30
in calling football signals, Miles, W. R. and Graves, B. C., 2: 14, Oct. '31
measurement of, Buck, Nadine, 7: 36, Oct. '36
of breathing in swimming, Cureton, T. K. Jr., 1: 54, Mar. '30
progress of colored and white children in learning, Muzzey, Dorothy M., 4: 62, Oct. '33
related to dance ability, Shelley, Mary J., 1: 119, Oct. '30
relation to balance, Bass, Ruth I., 10: 33, May '39
relation to dilemma reaction time, Wellesley College Studies in Hygiene and Physical Education, 9: 57, Mar. '38 sup.
study of, in gymnastic and tap dance, McCristal, K. J., 4: 63, May '33
survey of literature on, Wellesley College Studies in Hygiene and Physical Education, 9: 57, Mar. '38 sup.
use of Seashore Test in determining motor rhythm, Annett, T., 3: 183, May '32
Richards, J. N. 8: 103, Mar. '37
riding
knowledge test, Snell, Catherine, 7: 80, May '36
ring worm
incidence and treatment, Chenoweth, L. B. and Werner, E., 1: 46, Dec. '30
Rodgers, Elizabeth G. 2: 113, Dec. '31; 3: 33, Dec. '32; 10: 102, Mar. '39
Rogers, F. R. 5: 43, Oct. '34; 4: 118, Mar. '33
Rogers, J. E. 3: 123, May '32

Rogers, J. F. 1: 30, Mar. '31
Roggen, A. 6: 122, Oct. '35 sup.
Rooks, R. 6: 51, Oct. '35 sup.
Rork, Rozelle 8: 19, Dec. '37
Rothacher, J. L. 6: 62, May '35 sup.
Rowe, F. A. 4: 108, Oct. '33
Rugen, Mabel E. 5: 89, Dec. '34; 6: 105, May '35; 7: 44, Mar. '36; 9: 89, Oct. '38
running (see also track and field)
  ability in, related to age, Courtis, S. A., 1: 98, Oct. '30
  as factor in velocity, Harris, Jane E., 8: 116, Dec. '37
  experimental analysis of, Hubbard, A. W., 10: 28, Oct. '39
  history of Greek, Woody, T., 7: 7, May '36
  norms, Cozens, F. W., Trieb, M. H., and Neilson, N. P., 7: 40, Mar. '36
  performance level of Japanese, Cozens, F. W., 7: 42, May '36
  pulse ratio test as measure of endurance in, Flanagan, K., 6: 46, Oct. '35 sup.
  rate of speed in field hockey, Espenschade, Anna, 7: 69, Oct. '36
  related to posture, DiGiovanna, V. G., 2: 71, May '31
  speed of, Westerlund, J. H. and Tuttle, W. W., 2: 97, Oct. '31
Russell, Naomi 9: 43, Dec. '38
Russia
  physical education in, Dawson, P. M., 8: 33, Mar. '37

Sacrum
  measurement of, Bigelow, Mary D., 9: 15, May '38
safety
  activities and degree of hazard, Lloyd, F. S., 4: 5, Mar. '33
  activities and parts of body injured, Lloyd, F. S., 4: 5, Mar. '33
  causes of sport accidents, Eastwood, F. R., 5: 63, Oct. '34
  education, Status in public schools, Fosse, Agatha R., 10: 105, Oct. '39
  in college physical education, Eastwood, F. R., 8: 144, May '37
  in secondary school physical education, Lloyd, F. S., 4: 5, Mar. '33
  measures and method for protection, Lloyd, F. S., 4: 5, Mar. '33
Samborski, A. W. 4: 99, Mar. '33
Savage, H. J. 4: 15, Mar. '33
Savage, Ruth 1: 71, Mar. '30
Schey, O. 5: 31, May '34
Schneider, E. C. 1: 1, Mar. '30
scholarship
  athletic ability and, Davis, E. C. and Cooper, J. A., 5: 68, Dec. '34
  for women, in physical education, Grant, Julia R., 1: 129, Oct. '30
  of athletes and non-athletes, Jones, H. S., 5: 101, Dec. '34
Schudel, Helen 5: 62, Mar. '34 sup.
Schurig, Jennie C. 10: 128, Oct. '39
Schwartz, Helen 8: 143, Mar. '37
Schwarz, Marguerite M. 9: 60, Dec. '38
Schwehn, Hilda M. 9: 81, Dec. '38
Schwendener, Norma 1: 124, Oct. '30
science
  physical education as a, McCloy, C. H., 1: 63, May '30
Scott, H. A. 5: 97, Oct. '34; 6: 98, Dec. '35; 7: 58, Oct. '36
Scott, M. Gladys 3: 137, Mar. '32; 10: 63, Oct. '39
Scott, T. 10: 78, May '39
secondary schools
  activity program for, LaPorte, W. R., 8: 95, Mar. '37
  athletic associations for girls, in, Larsen, Margaret, 2: 63, Oct. '31

athletic rules and regulations for, Hair, J. W., 2: 42, Oct. '31
comparison of boys' and girls' physical education programs, Park, Bessie L., 8: 107, Oct. '37
first aid procedures in, Blanchard, V. S., 9: 77, Mar. '38
guides for reorganization of physical education program, Cassidy, Rosalind, 9: 38, Dec. '38
health knowledge of students, Kilander, H. F., 8: 3, Oct. '37
of Illinois, status of physical education in, Jackson, C. O., 9: 47, Mar. '38
preparation for teaching physical education in, Neilson, N. P., 2: 217, Mar. '31
Sefton, Alice A. 6: 3, Dec. '35; 7: 124, May '36
Seham, M. 5: 31, May '34
self-direction
in improving health knowledge, Guernsey, P. D., 10: 60, Dec. '39
sex differences
and nutritional status, Allman, D. I., 8: 82, May '37
Shambaugh, Mary E., 6: 33, Mar. '35
Shaw, R. J. 4: 26, Dec. '33
Shay, C. T. 5: 62, Dec. '34
Shearer, Florence M. 7: 131, Mar. '36
Shelly, Mary Jo 1: 119, Oct. '30
Sherbon, Elizabeth 5: 82, Mar. '34 sup.
shooting
rifles and pistols, age and skill in, Lehman, H. C., 9: 12, Oct. '38
shot put
ability in, related to age, Courtis, S. A., 1: 98, Oct. '30
as factor in velocity, Harris, Jane E., 8: 116, Dec. '37
as measure of motor ability, Coleman, J. W., 8: 126, Oct. '37
showers
suggested standards for, Gray, F. J., 7: 68, Mar. '36
siblings
number of, and nutritional status, Allman, D. I., 8: 90, May '37
Sievers, H. 6: 31, May '35
Sinclair, Caroline B. 8: 32, Dec. '37
skeletal measures
as predictor of strength, Lookabaugh, G., 8: 103, May '37
of football players, Gray, H., 7: 49, Oct. '36
of the high jumper, Krakower, H., 6: 75, May '35
prediction of weight from, Quimby, R. C., 5: 91, Mar. '34
related to throwing among women, Watson, Katharine G., 8: 134, Oct. '37
skiing
falls in, Smart, R. E. Jr., 9: 97, Dec. '38
skill, motor
and program, planning, Stuhr, Elsie J., 7: 92, May '36
formal vs. informal method in teaching, Kulcinski, L., 2: 18, May '31
methods of learning, Shay, C. T., 5: 62, Dec. '34
psychology of, Cornwell, O. K., 4: 126, Mar. '33
related to posture, DiGiovanna, V. G., 2: 67, May '31
Small, Clare 5: 70, Oct. '34
Smart, R. E. Jr. 9: 97, Dec. '38
Smiley, D. F. 2: 193, Mar. '31
Smith, Helen L. 1: 117, Oct. '30
Smith, W. R. 4: 246, Mar. '33
smoking
effect of, on pulse ratio, Tuttle, W. W. and Skien, J. S., 1: 22, Oct. '30; Tuttle, W. W. and Frey, Henryetta, 1: 21, Dec. '30
effect on visual accommodation, Wellesley College Studies in Hygiene and Physical Education, 9: 30, Mar. '38 sup.
Snell, Catherine 7: 73, Mar. '36; 7: 77, May '36

soccer
knowledge and skill tests, Heath, Marjorie L. and Rodgers, Elizabeth G., 3: 33, Dec. '32
knowledge test, Snell, Catherine, 7: 76, Mar. '36
skills in sports ability test, McElroy, H. N., 9: 82, Oct. '38
status in women's colleges of South, Conn, Elisebeth, Pendergast, Helen, and McCall, Margaret, 10: 66, Dec. '39
time allotment, LaPorte, W. R., 7: 121, Oct. '36
socialization
by teaching of honesty and motor skills, Clevett, M. A., 3: 121, Mar. '32
efficacy of games for psychotic patients, Davis, J. E., 3: 58, Dec. '32
elements of physical education in the social process, Davis, J. E., 3: 58, Dec. '32
physical education for mentally ill, Davis, J. E., 3: 58, Dec. '32
types of games used with mentally ill, Davis, J. E., 3: 58, Dec. '32
Society of Directors of Physical Education in Colleges
proceedings of, McCloy, C. H., 2: 183, Mar. '31
socio-economic status
relations to honesty and athletic scores, Clevett, M. A., 3: 121, Mar. '32
sources
knowledge test of, Sefton, Alice A., 7: 124, May '36
specific gravity
and buoyancy, Rork, Rozelle and Hellebrandt, Frances A., 8: 23, Dec. '37
speed
and accuracy, hourly variations in, Elbel, E. R., 10: 35, Mar. '39
and motor ability, Coleman, J. W., 8: 123, Oct. '37; Rarick, L., 8: 89, Dec. '37
and skill, Beise, Dorothy and Peaseley, Virginia, 8: 133, Mar. '37
effect of foot spacing on, Dickinson, A. D., 5: 12, Mar. '34 sup.
factor analysis item, Wendler, A. J., 9: 64, Mar. '38; Hutto, L. E., 9: 109, Oct. '38
factor analysis of, Harris, Jane E., 8: 114, Dec. '37
in running, related to reaction time, Westerlund, J. H. and Tuttle, W. W., 2: 95, Oct. '31
in starting, factors contributing to, Bender, W. R. G., 5: 72, Mar. '34 sup.
in swimming, Cureton, T. K. Jr., 1: 54, Mar. '30
of football charging, Miles, W. R., 2: 5, Oct. '31; Miles, W. R. and Graves, B. C., 2: 114, Oct. '31
speedball
time allotment, LaPorte, W. R., 7: 119, Oct. '36
Spindler, Evelyn B. 2: 36, May '31; 7: 119, Mar. '36
spines
x-rays studies of, McCloy, C. H., 9: 50, May '38
sports
interests and attitudes of University of Illinois students, Craig, H. W., 10: 143, May '39
participation at different adult age levels, Marshall, M. V., and Nagle, B. N., 10: 75, Mar. '39
sports ability
and reaction time, speed, and agility, Beise, Dorothy and Peaseley, Virginia, 8: 133, Mar. '37
and scholarship, Davis, E. C. and Cooper, J. A., 5: 68, Dec. '34
comparison with subject elections, Jones, H. S., 5: 101, Dec. '34
test of, McElroy, H. N., 9: 82, Oct. '38
squash
time allotment, LaPorte, W. R., 7: 115, Oct. '36
Staley, S. C., 2: 76, Mar. '31
standards
for conduct of women's athletics, Collins, Laurentine B., 8: 17, May '37
for selection of health and physical education major students, Cottrell, E. B., 9: 63, May '38
for testing beginning swimming, Cureton, T. K. Jr., 10: 54, Dec. '39

standing
effects on circulation of, Turner, Abby H., 1: 5, Dec. '30
starting
distribution of driving force on blocks, Kistler, J. W., 5: 27, Mar. '34 sup.
factors contributing to speed in, Bender, W. R. G., 5: 72, Mar. '34 sup.
from crouch position, Bresnahn, G. T., 5: 5, Mar. '34 sup.
optimum time for holding mark in swimming sprints, Tuttle, W. W., Morehouse, L. E. and Armbruster, D., 10: 89, Mar. '39
respiratory habits of sprinters, Felker, A. H., 5: 20, Mar. '34 sup.
study of reaction time of runner, Nakamura, H., 5: 33, Mar. '34 sup.
time, effect of foot spacing on, Dickinson, A. D., 5: 12, Mar. '34 sup.
use of blocks in swimming sprints, Tuttle, W. W., Morehouse, L. E. and Armbruster, D., 10: 89, Mar. '39
statistics
evaluation of error, Howe, E. C., 1: 90, May '30
of intramural participation, Clarke, H. H., 6: 27, Mar. '35
stature (see also height)
related to general athletic ability, Cozens, F. W., 1: 38, Mar. '30
Steinhaus, A. H. 5: 18, Dec. '34 sup.; 5: 57, Dec. '34 sup.
Sterrett, J. E. 6: 110, Oct. '35 sup.
Stetson, R. H. 7: 143, Mar. '36
Stimson, Pauline E. 9: 104, Mar. '38
Street, C. W. 4: 38, Oct. '33
strength
and athletic performance, Carpenter, Aileen, 9: 22, Dec. '38
and control of movement, Affleck, G. B., 2: 66, Mar. '31
and endurance, Anderson, Theresa, 8: 71, Oct. '37
and gymnastics ability, Wettstone, E., 9: 115, Dec. '38
and health, Anderson, Theresa, 8: 70, Oct. '37
and motor ability, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
and motor educability, McCloy, C. H., 8: 48, Oct. '37
and prediction of athletic ability, Anderson, Theresa W., 7: 136, Mar. '36
and vital capacity, Cureton, T. K., 7: 88, Dec. '36
as a classifier for girls, Anderson, Theresa, 8: 70, Oct. '37
as factor in motor ability, Coleman, J. W., 8: 126, Oct. '37
as factor in speed, Rarick, L., 8: 96, Dec. '37; Harris, Jane E., 8: 116, Dec. '37
comparison of athletes and non-athletes, Wieneke, K., 3: 223, May '32
factor analysis item, Wendler, A. J., 9: 64, Mar. '38; Hutto, L. E., 9: 109, Oct. '38
factor analysis of, Carpenter, Aileen, 9: 19, Dec. '38
factors determining effective tests for women, Carpenter, Aileen, 9: 3, Dec. '38
gains of campus, Alexander, C. S., 10: 102, May '39
importance in physical education, Chamberlain, C. G., 1: 118, May '30
inadequacy of norms, Griffitts, C. H., 6: 117, Dec. '35
measured by chinning and dipping, McCloy, C. H., 2: 132, Dec. '31
norms for college women, Driftmier, Erna, 8: 80, Mar. '37
of arms, importance in athletics, McCloy, C. H., 5: 3, Mar. '34
of Japanese, Cozens, F. W., 7: 42, May '36
predicted from skeletal build, Lookabaugh, G., 8: 103, May '37
relation to athletic performance, Carpenter, Aileen, 9: 120, May '38
relation to girth of limbs and width of joints, Carpenter, Aileen, 9: 22, Dec. '38
review of tests of, Krakower, H., 8: 56, Mar. '37
testing for high school girls, Anderson, Theresa, 8: 69, Oct. '37
tests, dynamometer, Wendler, A. J., 6: 81, Oct. '35 sup.
tests, Rogers, F. R., 5: 43, Oct. '34
use of belt in measuring legs, Everts, E. W. and Hathaway, G. J., 9: 62, Oct. '38

Stroll, W. 7: 110, Mar. '36
Stuhr, Elsie J. 7: 92, May '36
success
and knowledge of subject matter, McKinstry, Helen, 4: 5, Dec. '33
in football, factors contributing to, Hartmann, G. W., 1: 85, Mar. '30
in teaching folk dancing, Shambaugh, Mary E., 6: 33, Mar. '35
relationship athletics and vocational, Thisted, M. N., 4: 5, Oct. '33
Sullivan, J. P. 6: 65, May '35
supervision
new slants in, Dimock, H. S., 5: 58, Dec. '34 sup.
of school playgrounds, Clements, W. S., 8: 55, Dec. '37
of student teachers, Baker, Gertrude M., 1: 122, Dec. '30; Rugen, Mabel E., 7: 44, Mar. '36; Allphin, H. G., 7: 56, Dec. '36; Rugen, Mabel E., 9: 89, Oct. '38
policies and procedures in student teaching, Jackson, C. O., 3: 152, Mar. '32
Supper, Philomena 5: 107, Oct. '34
surface area
and buoyancy, Rork, Rozelle and Hellebrandt, Frances A., 8: 25, Dec. '37
survey
as a technique essential to professional training, Davis, E. C., 3: 21, Dec. '32
athletic costumes for women, Lee, Mabel, 3: 5, Mar. '32
criticism of techniques of, Davis, E. C., 2: 27, May '31
influence of findings on school policy, Cozens, F. W., 3: 3, Dec. '32
methods of grading women in individual gymnastics, Noyes, Elizabeth, 4: 71, Oct. '33
of high school wrestling, Wiggins, B. E., 5: 123, Oct. '34
subjects taught by physical education teachers, Moore, H. E., 4: 29, Oct. '33
teaching combinations in Illinois, Horton, C. E., 4: 51, Oct. '33
teaching combinations with physical education, Horton, C. E., 4: 51, Oct. '33
technique for school health and physical education, Cozens, F. W., 3: 3, Dec. '32
Sweet, Dorothy C. 8: 3, Dec. '37
swimming
apparatus for measuring resistance, Karpovich, P. V., 4: 21, Oct. '33
coordination tests in, Wilson, C. T., 5: 81, Dec. '34
effects of competitive on sinuses, Livingstone, A., 3: 145, Mar. '32
effect of oxygen inhalation, Karpovich, P. V., 5: 24, May '34
effect on white blood corpuscles, Hawkins, C. C., 6: 59, May '35 sup.
endurance test, Cureton, T. K., Jr., 6: 106, May '35 sup.
history of, McVicar, J. W., 7: 56, Mar. '36
measurement of water resistance, Karpovich, P. V., 4: 21, Oct. '33
mechanics and kinesiology of, Cureton, T. K. Jr., 1: 87, Dec. '30
optimum time for holding the mark, Tuttle, W. W., Morehouse, L. E., and Armbruster, D., 10: 89, Mar. '39
performance in relation to alkali reserve, Hewitt, J. E. and Callaway, E. C., 7: 83, Mar. '36
propelling force in crawl stroke, Karpovich, P. V., 6: 49, May '35 sup.
respiration and speed in, Cureton, T. K. Jr., 1: 54, Mar. '30
respiration during, Karpovich, P. V., 10: 3, Oct. '39
respiratory habits of trained swimmers, Aycock, T. M., Graaff, L. H., and Tuttle, W. W., 3: 199, May '32
standards for beginners, Cureton, T. K. Jr., 10: 54, Dec. '39
time allotment, LaPorte, W. R., 7: 112, Oct. '36
use of starting blocks in sprints, Tuttle, W. W., Morehouse, L. E., and Armbruster, D., 10: 89, Mar. '39
water resistance, effect of certain factors on, Karpovich, P. V., 4: 21, Oct. '33
syphilis
knowledge of college women, Orringer, Sylvia, 10: 80, Mar. '39
Szukovathy, I. 8: 3, Mar. '37

Teacher
activities performed, Hindman, D. A., 8: 117, May '37
health of, Trusler, V. T. and Brown, E. J., 2: 80, May '31; Cooke, D. H. and Hyder, N. E. 8: 95, May '37
load of physical education, Walker, C. L., 5: 63, May '34
physical education, age of, Cahn, L. J., 10: 92, May '39
physical education, rating profile for, Brown, Margaret C., 9: 73, Oct. '38
placement, follow-up and guidance, Chevraux, Grace E., 5: 44, May '34
recreational activities of, Cooke, D. H., and Hyder, N. E., 8: 97, May '37
standards for women's athletics, Collins, Laurentine B., 8: 55, May '37
teacher, student
laboratory experience for, MacNeil, J. P., 5: 101, May '34
problems of placing, Abbott, Elizabeth, 7: 151, Mar. '36
supervision of, Baker, Gertrude M., 1: 122, Dec. '30; Rugen, Mabel E., 7: 44, Mar. '36; Allphin, H. G., 7: 56, Dec. '36; Rugen, Mabel E., 9: 89, Oct. '38
teacher training
better personnel through survey techniques, Davis, E. C., 3: 21, Dec. '32
change in curriculum, Jackson, C. O., 7: 108, May '36
combining academic and professional majors, Andreas, L. P., 4: 78, Mar. '33
comprehensive study of setting National standards, Neilson, N. P., 4: 51, Mar. '33
curriculum and minors, Rugen, Mabel E., 5: 89, Dec. '34
curriculum for, Oktavec, F. L., 1: 62, Oct. '30, Neilson, N. P., 2: 217, Mar. '31
curriculum improved by survey techniques, Davis, E. C., 3: 21, Dec. '32
essentials for teaching success, McKinstry, Helen, 4: 5, Dec. '33
from public school viewpoint, Blanchard, V. S., 3: 81, May '32
from viewpoint of school administrator, Bristow, W. H., 3: 99, May '32
guiding principles from viewpoint of state director, Thompson, A. W., 3: 93, May '32
improvement in placement and in-service follow-up, Davis, E. C., 3: 21, Dec. '32
in health education, Hutchinson, Mary G., 9: 37, Oct. '38
in Russia, Dawson, P. M., 8: 34, Mar. '37
major problems in, Jackson, C. O., 7: 114, May '36
methods for improving of teachers, Rogers, J. E., 3: 123, May '32
need for in dance, LaSalle, Dorothy, 2: 55, Dec. '31
needs of Junior and Senior High school teachers, Blanchard, V. S , 3: 81, May '32
personality and guidance of prospective teachers, Palmer, Irene, 4: 31, Dec. '33
physical education, course content, Scott, T., 10: 78, May '39
qualifications of interest to administrator, Bristow, W. H., 3: 99, May '32
questionnaire on, and supervision, Jackson, C. O., 3: 152, Mar. '32
responsibility of physical education department, Evans, Alice, 1: 125, May '30
school administrator's viewpoint, Bristow, W. H., 3: 99, May '32
selection and guidance of majors, Cassidy, Rosalind, 1: 86, May '30
standards for selection of students, Cottrell, E. B., 9: 63, May '38
survey of supervision of, Baker, Gertrude M., 1: 122, Dec. '30
trends in field of physical education, Brownell, C. L., 3: 107, May '32
unit plan of instruction for, Scott, H. A., 6: 98, Dec. '35
teaching
character and personality essential for success, McKinstry, Helen, 4: 5, Dec. '33
coaching methods, Fotsch, W., 5: 55, Dec. '34 sup.
effective class instruction, report, Clevett, M. A., 5: 56, Dec. '34 sup.
effects of depression on, Scott, H. A., 5: 97, Oct. '34
folk dancing, success in, Shambaugh, Mary E., 6: 33, Mar. '35
load in physical education, Walker, C. L., 5: 63, May '34
massed vs. distributed, in track, Cozens, F. W., 2: 75, Dec. '31
methods, formal vs. informal, Kulcinski, L., 2: 18, May '31
of archery, Hyde, Edith I., 6: 104, Dec. '35
of honesty and motor skills using physical activities, Clevett, M. A., 3: 121, Mar. '32

professional equipment of physical educators, Dimock, H. S., 5: 39, Dec. '34 sup.
skill and power essential, McKinstry, Helen, 4: 5, Dec. '33
skill in physical activities essential, McKinstry, Helen, 4: 5, Dec. '33
technique, colored slides as a, MacLean, W. P., 1: 78, Oct. '30
worth of coaches as instructors, Fauver, E., 4: 44, Mar. '33
temperature
of water, effect on respiration in swimming, Karpovich, P. V., 10: 3, Oct. '39
temperature, body
effect on of changes in external temperature, Wells, G., 4: 162, Mar. '33
effect on heart rate, Wells, G., 3: 108, Dec. '32
Templeton, H. D. 9: 3, Mar. '38
tennis
age and skill in, Lehman, H. C., 9: 9, Oct. '38
and reaction time, speed, and agility, Beise, Dorothy and Peaseley, Virginia, 8: 136, Mar. '37
backboard test of ability, Dyer, Joanna T., 9: 25, Mar. '38
effect of, on physical development, Martie, J. E., 2: 86, May '31
knowledge test, Snell, Catherine, 7: 84, May '36; Hewitt, J. E., 8: 74, Oct. '37
norms for, Dyer, Joanna T., 9: 29, Mar. '38
testing of, Wellesley College Studies in Hygiene and Physical Education, 9: 67, Mar. '38 sup.
time allotment, LaPorte, W. R., 7: 114, Oct. '36
terminology
standardization of, in physical education, Committee on Terminology, 2: 175, Mar. '31
Terry, H. L. 9: 45, Oct. '38
tests
alveolar air, related to physical fitness, Howe, E. C., 1: 90, May '30
athletic ability, general, Cozens, F. W., 1: 38, Mar. '30
applications of physical fitness, Howland, Ivalclare S., 7: 120, May '36
archery, Hyde, Edith I., 7: 70, Dec. '36
athletic ability, Anderson, Theresa W., 7: 136, Mar. '36
balance, Bass, Ruth I., 10: 33, May '39
baseball knowledge, Snell, Catherine, 7: 87, May '36; Rodgers, Elizabeth G., 10: 109, Mar. '39
baseball knowledge and skill, Rodgers, Elizabeth G. and Heath, Marjorie L., 2: 113, Dec. '31
basketball ability, Edgren, H. D., 3: 159, Mar. '32; Young, Genevieve and Moser, Helen, 5: 3, May '34; Schwartz, Helen, 8: 152, Mar. '37; Glassow, Ruth B., Colvin, Valarie, and Schwarz, Marguerite M., 9: 60, Dec. '38; Dyer, Joanna T., Schurig, Jennie C., and Apgar, Sara L., 10: 128, Oct. '39
basketball knowledge, Snell, Catherine, 7: 79, Mar. '36; Schwartz, Helen, 8: 153, Mar. '37
chinning and dipping, McCloy, C. H., 2: 132, Dec. '31
dance, pro and con of, Shelly, Mary Jo, 1: 119, Oct. '30
endurance in swimming, Cureton, T. K. Jr., 6: 106, May '35 sup.
football achievement, Cozens, F. W., 8: 73, May '37
for center of gravity in body, Cureton, T. K. Jr. and Wickens, J. S., 6: 93, May '35 sup.
for grouping pupils for physical education, Kistler, J., 5: 42, Mar. '34
golf knowledge, Murphy, Mary A., 4: 81, Dec. '33; Snell, Catherine, 7: 77, May '36
golf skill, Clevett, M. A., 2: 104, Dec. '31
gymnastics and tumbling ability, Wettstone, E., 9: 115, Dec. '38
health knowledge, Forsythe, W. E. and Rugen, Mabel E., 6: 105, May '35; Kilander, H. F., 8: 10, Oct. '37; Murphy, Mary A., 8: 84, Dec. '37; Wellesley College Studies in Hygiene and Physical Education, 9: 67, Mar. '38, sup.
knowledge, construction of, Rodgers, Elizabeth G., 10: 109, Mar. '39
measurement of buoyancy, Rork, Rozelle and Hellebrandt, Frances A., 8: 19, Dec. '37
motor ability, McCloy, C. H., 5: 46, Mar. '34 sup.; Humiston, Dorothy, 8: 181, May '37; Scott, M. Gladys, 10: 63, Oct. '39; Powell, Elizabeth and Howe, E. C., 10: 81, Dec. '39
motor educability, McCloy, C. H., 8: 52, Oct. '37· Metheny, Eleanor, 9: 105, Dec. '38
multiple strength index of general motor ability, Dunder, V. C., 4: 132, Oct. '33

of circulatory fitness, flarimeter, Wells, P. V., 5: 44, Dec. '34
of condition during adolescence, Pennock, E. W., 6: 120, May '35 sup.
of coordination in swimming, Wilson, C. T., 5: 81, Dec. '34
of flat footedness, Irwin, L. W., 8: 47, Mar. '37
of knowledge on source material, Sefton, Alice A., 7: 124, May '36
of rhythmic and motor ability, Lemon, Eloise and Sherbon, Elizabeth, 5: 82, Mar. '34 sup.
of sports skills, McElroy, H. N., 9: 82, Oct. '38
on rules of women's field hockey, Grisier, Gertrude J., 5: 79, Mar. '34 sup.
physical education knowledge, high school boys, Hemphill, F., 3: 83, Dec. '32
posture, Crook, Billie L., 7: 96, Dec. '36; Wickens, J. S. and Kiphuth, O. W., 8: 38, Dec. '37
pulse ratio technique, Tuttle, W. W., 2: 5, May '31
response to auditory rhythm, Buck, Nadine, 7: 36, Oct. '36
review of, in physical education, Krakower, H., 8: 54, Mar. '37
revised Sargent Test, McCloy, C. H., 3: 235, May '32
riding knowledge, Snell, Catherine, 7: 80, May '36
scale for character and personality, Blanchard, B. E., 7: 60, May '36; O'Neel, F. W., 7: 67, May '36
Schneider, related to physical fitness, Howe, E. C., 1: 90, May '30
Schneider score nomographs, Hindman, D. A., 1: 26, Dec. '30
soccer knowledge, Heath, Marjorie L. and Rodgers, Elizabeth G., 3: 33, Dec. '32; Snell, Catherine, 7: 76, Mar. '36
soccer skill, Heath, Marjorie L. and Rodgers, Elizabeth G., 3: 33, Dec. '32
Spearman technique of measuring "g", Roggen, A., 6: 122, Oct. '35 sup.
strength, Chamberlain, C. G., 1: 118, May '30; Rogers, F. R., 5: 43, Oct. '34; Wendler, A. J., 6: 81, Oct. '35 sup.; Carpenter, Aileen, 9: 3, Dec. '38
tennis ability, Dyer, Joanna T., 9: 25, Mar. '38
tennis knowledge, Snell, Catherine, 7: 84, May '36; Hewitt, J. E., 8: 74, Oct. '37
use of knowledge and skill, in soccer, Heath, Marjorie L. and Rodgers, Elizabeth G., 3: 33, Dec. '32
vasomotor, Turner, Abby H., 1: 5, Dec. '30
velocity of running, Rarick, L., 8: 92, Dec. '37
volleyball, knowledge, Snell, Catherine, 7: 73, Mar. '36
volleyball skill, French, Esther L. and Cooper, Bernice I., 8: 152, May '37; Bassett, Gladys, Glassow, Ruth, and Locke, Mabel, 8: 64, Dec. '37
written, improvement of, Hewitt, J. E., 10: 148, Oct. '39
therapy
recreational, for central nervous system disorders, Hunt, Jane, Ashcraft, K., and Johnson, G. B., 9: 60, Mar. '38
theses
bibliography of Springfield College, 1929–1934, Affleck, G. B., 6: 126, May '35 sup.
list of masters, Browne, A. D., 2: 119, Oct. '31
suggested subjects for, Browne, A. D., 2: 128, May '31
Thisted, M. N. 4: 5, Oct. '33; 5: 77, May '34
Thompson, A. W. 3: 93, May '32
Thomas, Leah 1: 104, Oct. '30
Throner, G. C. 7: 143, Mar. '36
throwing
factors related to, Watson, Katharine G., 8: 131, Oct. '37
patterns in children, Wild, Monica R., 9: 20, Oct. '38
performance level of Japanese, Cozens, F. W., 7: 42, May '36
standards for junior high school boys, Daughtrey, G., 7: 85, Oct. '36
time
of reaction in starting, Nakamura, H., 5: 33, Mar. '34 sup.
starting, effect of hip elevation on, White, R. A., 6: 128, Oct. '35 sup.
suggested allotment for activities, LaPorte, W. R., 7: 112, Oct. '36

timing
and gymnastics ability, Wettstone, E., 9: 121, Dec. '38
Tisdale, Hope 5: 56, Oct. '34
Toogood, Ruth 10: 90, Oct. '39
track and field (see also running)
apparatus for measuring starting time, foot races, Tuttle, W. W., 4: 110, May '33
condition of best performance, Cozens, F. W., 4: 50, May '33
curves for scoring tables, Cozens, F. W., 2: 67, Dec. '31
effect of, on physical development, Martie, J. E., 2: 86, May '31
electro-mechanical timer, Welser, L., 4: 97, Dec. '33
errors in measurement, Kirkpatrick, P. H., 8: 28, Dec. '37
factors contributing to speed in starting, Bender, W. R. G., 5: 72, Mar. '34 sup.
hammer velocity, Lapp, V. W., 6: 134, Oct. '35 sup.
improvement in, from class instruction, Cozens, F. W., 2: 199, Mar. '31
learning curves, Cozens, F. W., 4: 50, May '33
massed vs. distributed practice in, Cozens, F. W., 2: 75, Dec. '31
optimum time for holding sprinter after "set", Tuttle, W. W., 4: 124, May '33
reflex time and running events, Lautenbach, Ruth and Tuttle, W. W., 3: 138, Oct. '32
respiration of sprinters starting, Felker, A. H., 5: 20, Mar. '34 sup.
review of methods for classification for, Krakower, H., 8: 64, Mar. '37
scoring table for women in some events, Mitchell, A. Viola, 5: 86, Mar. '34 sup.
squad decathlon, Cozens, F. W., 9: 3, May '38
starting from crouch position, Bresnahan, G. T., 5: 5, Mar. '34 sup.
study of reaction time, Nakamura, H., 5: 33, Mar. '34 sup.
study of use of holes and starting block, Tuttle, W. W., 4: 117, May '33
time allotment, LaPorte, W. R., 7: 114, Oct. '36
training
athletic, Schneider, E. C., 1: 1, Mar. '30
effect on pulse, Tuttle, W. W. and Skien, J. S., 1: 24, Oct. '30
massed compared with distributed, Cozens, F. W., 2: 75, Dec. '31
of physical educator, Dimock, H. S., 5: 39, Dec. '34 sup.
Travis, L. E. 6: 3, Oct. '35 sup.
treppe phenomenon
the mammalian skeletal muscle, Wellesley College Studies in Hygiene and Physical Education, 9: 37, Mar. '38 sup.
Trieb, M. H. 7: 36, Mar. '36
Trusler, V. T. 2: 80, May '31
Top, Hilda 2: 38, Oct. '31
tumbling
predicting potential ability in, Wettstone, E., 9: 115, Dec. '38
Turnbull, Jenny E. 10: 154, May '39
Turner, Abby H. 1: 5, Dec. '30
Turner, C. E. 4: 177, Mar. '33
Tuttle, W. W. 1: 19, Oct. '30; 1: 17, Dec. '30; 2: 5, May '31; 2: 95, Oct. '31; 3: 137, Mar. '32; 3: 199, May '32; 3: 138, Oct. '32; 4: 110, May '33; 6: 24, Mar. '35; 6: 3, Oct. '35 sup.; 6: 37, Oct. '35 sup.; 9: 73, May '38; 10: 89, Mar. '39; 10: 150, Mar. '39

Urine
method of analyzing, Scott, H. A., 7: 58, Oct. '36

Van Buskirk, E. F. 9: 154, Mar. '38
Van Dalen, D. 7: 93, Dec. '36
variation
percentage chart of weight, Alway, Leonore K., 5: 110, Mar. '34
weakness and postural fainting, Turner, Abby H., 1: 5, Dec. '30

velocity (see speed)
vertebra
last lumbar, measurement of, Bigelow, Mary D., 9: 15, May '38
measurements of, McCloy, C. H., 9: 50, May '38
visual accommodation
effect of smoking on, Wellesley College Studies in Hygiene and Physical Education, 9: 30, Mar. '38 sup.
visual aids
colored vs. uncolored slides, MacLean, W. P., 1: 78, Oct. '30
vital capacity
and age, Cureton, T. K., 7: 88, Dec. '36
and athletic performance, Cureton, T. K., 7: 88, Dec. '36
and buoyancy, Rork, Rozelle and Hellebrandt, Frances A., 8: 23, Dec. '37
and height, Cureton, T. K., 7: 88, Dec. '36
and performance in swimming, Cureton, T. K., 1: 54, Mar. '30
and physical fitness, Cureton, T. K., 7: 80, Dec. '36; Van Dalen, D., 7: 93, Dec. '36
and posture, Alden, Florence D. and Top, Hilda, 2: 38, Oct. '31; Deaver, G. G., 4: 221, Mar. '33
and strength, Cureton, T. K., 7: 88, Dec. '36
and trunk deformities, Hansson, K. G., 10: 72, May '39
and weight, Cureton, T. K., 7: 88, Dec. '36
comparison of athlete's and non-athletes, Wieneke, K., 3: 223, May '32
correlated with chest and age, Louttit, C. M. and Halford, J. F., 1: 34, Dec. '30
effect of immersion on, Cureton, T. K., 1: 54, Mar. '30
of college women, Herriott, J. S., 1: 46, Mar. '30; Gould, H. N. and Lockhart, Alice, 1: 36, Dec. '30
Vogel, O. H. 6: 15, Oct. '35 sup.
Vogeler, R. F. 2: 114, Oct. '31; 3: 54, Dec. '32
volleyball
knowledge test, Snell, Catherine, 7: 73, Mar. '36
recreational values of, Crosslin, Hiawatha, 10: 128, May '39
skill test, French, Esther L. and Cooper, Bernice I., 8: 152, May '37; Bassett, Gladys, Glassow, Ruth, and Locke, Mabel, 8: 64, Dec. '37
time allotment, LaPorte, W. R., 7: 122, Oct. '36

Wade, A. E. 10: 86, Mar. '39
Waggoner, Miriam 6: 86, Oct. '35 sup.
Wagner, Miriam 2: 206, Mar. '31
Walker, C. L. 5: 63, May '34
Walker, G. A. 10: 97, May '39
walking
improved by polyrhythmic training, Rath, E., 1: 9, Mar. '30
Wanamaker, Claudia 5: 30, Dec. '34 sup.
Warner, Edna A. 4: 143, Oct. '33
water polo
physiological effect of, Elhardt, W. P. and Orth, O. S., 7: 99, May '36
Waterman, F. A. 7: 75, Oct. '36
Watson, Katharine G. 8: 131, Oct. '37
Wayman, Agnes R. 1: 97, May '30; 1: 74, Dec. '30
weight
age and height of college women, McCall, Margaret, 8: 101, Mar. '37
and body type, Weliesley College Studies in Hygiene and Physical Education, 9: 115, Mar. '38 sup.
and interests of high school girls, Driftmier, Erna, 4: 198, Mar. '33
and motor ability, Coleman, J. W., 8: 126, Oct. '37

and posture, Zullig, Viola W., 7: 53, Dec. '36
and strength norms, Driftmier, Erna, 8: 82, Mar. '37
and vital capacity, Cureton, T. K., 7: 88, Dec. '36
as factor in speed, Rarick, L., 8: 98, Dec. '37; Harris, Jane E., 8: 116, Dec. '37
changes in Bulgarian students, Mateeff, D., 10: 39, Oct. '39
effect of exercise on, Rothacher, J. L, 6: 62, May '35 sup.
effect of physical education on, McCall, Margaret, 4: 108, Dec. '33
gains of campers, Alexander, C. S., 10: 102, May '39
of college men and women, Herriott, J. S., 1: 46, Mar. '30
of college women, Gould, H. N., 1: 1, Oct. '30
predicted from skeletal measures, Quimby, R. C., 5: 91, Mar. '34
predictive equation for, Allen, R. L., 7: 92, Oct. '36
related to throwing among women, Watson, Katharine G., 8: 134, Oct. '37
relationship to health, Allen, R. L., 7: 89, Oct. '36
variation percentage chart, Alway, Leonore K., 5: 110, Mar. '34
Wells, G. 3: 108, Dec. '32; 4: 162, Mar. '33
Wells, P. V. 5: 44, Dec. '34
Welser, L. 4: 97, Dec. '33
Wendler, A. J. 6: 81, Oct. '35 sup.; 9: 64, Mar. '38
Werner, E. 1: 46, Dec. '30
Westerlund, J. H. 2: 95, Oct. '31
Wettstone, E. 9: 115, Dec. '38
White, R. A. 6: 128, Oct. '35 sup.
Wickens, J. S. 6: 81, May '35 sup.; 6: 93, May '35 sup.; 8: 38, Dec. '37
Wiedamann, Inge von L. 8: 15, Mar. '37
Wieneke, K. 3: 223, May '32
Wiggins, B. E. 5: 123, Oct. '34
Wild, Monica R. 9: 20, Oct. '38
Williams, J. F. 2: 181, Mar. '31; 4: 9, Mar. '33
Willoughby, D. P. 3: 48, Mar. '32
Wilson, C. T. 5: 81, Dec. '34
women
achievement scales for, Cozens, F. W. and Cubberley, Hazel J., 6: 14, Mar. '35
activities participated in, Haynes, Wilma D., 2: 214, Mar. '31
activity preferences of college, Waggoner, Miriam, 6: 86, Oct. '35 sup.
attitudes and interests towards activities, Wiedamann, Inge von L. and Howe, E. C., 8: 15, Mar. '37
attitudes towards physical education programs, Alden, Mabel A., 3: 97, Dec. '32
basic considerations for college program, Glassow, Ruth, 1: 111, May '30
blood count during menarche, Sinclair, Caroline B., 8: 32, Dec. '37
buoyancy of, Rork, Rozelle and Hellebrandt, Frances A., 8: 19, Dec. '37
comparison of major and non-major students, Duggan, Anne S., 8: 38, Oct. '37
dysmenorrhea in college, Bell, Margaret, 5: 49, Mar. '34
dysmenorrhea, incidence and causes, Miller, N. F., 1: 131, May '30
factors affecting throwing, Watson, Katharine G., 8: 134, Oct. '37
factors influencing elective participation in physical education, Kane, Isabel B. and Hodgson, Pauline, 10: 57, Mar. '39
gains in health knowledge, Murphy, Mary A., 8: 78, Dec. '37
height and weight of college, Gould, H. N., 1: 1, Oct. '30
history of physical education in colleges for, Ainsworth, Dorothy S., 1: 112, Oct. '30
in Greek society, Woody, T., 10: 57, May '39
intercollegiate athletics, pro and con of, Lee, Mabel, 2: 93, May '31
intramural programs for, Wagner, Miriam, 2: 206, Mar. '31
modern trends in program, Elliott, Ruth, 1: 74, May '30
motor ability test, Humiston, Dorothy, 8: 181, May '37
norms for age-height-weight, McCall, Margaret, 8: 101, Mar. '37

norms for strength, Driftmier, Erna, 8: 80, Mar. '37
physical fitness tests for, Turner, Abby H., 1: 5, Dec. '30
place of posture in program, Atwell, Ruth H., 1: 103, Oct. '30
pulse ratio of athletes and non-athletes, Tuttle, W. W. and Frey, Henryetta, 1: 22, Dec. '30
relation of rhythmic and motor ability in, Lemon, Eloise and Sherbon, Elizabeth, 5: 82, Mar. '34 sup.
report of A.P.E.A. committee on physical examinations of, Moulton, Gertrude E., 5: 14, Oct. '34
requirements of physical education for, Marshall, Violet B., 5: 3, Dec. '34
scholarships for, in physical education, Grant, Julia R., 1: 129, Oct. '30
standards for conduct of athletics for, Collins, Laurentine B., 8: 17, May '37
standards in uniforms, Small, Clare, 5: 70, Oct. '34
status of intramural programs for, Leavitt, Norma M. and Duncan, Margaret M., 8: 68, Mar. '37
status of physical education for, Marshall, Violet B., 7: 3, Oct. '36
strength, power, and "femininity" as factors influencing athletic performance, Carpenter, Aileen, 9: 120, May '38
tests of ability in basketball, Young, Genevieve and Moser, Helen, 5: 3, May '34
tests on rules of field hockey, Grisier, Gertrude J., 5: 79, Mar. '34 sup.
vital capacity of, Herriott, J. S., 1: 46, Mar. '30
Woody, T. 7: 3, May '36; 10: 57, May '39
work
crest load output, Schneider, E. C., 1: 1, Mar. '30
effect on physical growth of young colored women, Adams, E. H.; 9: 102, Oct. '38
wrestling
history of Greek, Woody, T., 7: 9, May '36
in high schools, Wiggins, B. E., 5: 123, Oct. '34
incidence of accidents in, Reeck, C. C., 10: 72, Mar. '39
time allotment, LaPorte, W. R., 7: 118, Oct. '36
Wrightstone, J. W. 7: 26, Mar. '36
Wriston, H. M. 3: 5, May '32

X-ray
studies of spines, McCloy, C. H., 9: 50, May '38

Young, Genevieve 5: 3, May '34

Zander, A. 9: 128, May '38
Zullig, Viola W. 7: 44, Dec. '36

Proceedings

57th Annual Convention

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

1952

Joint Convention of AAHPER and Southwest District Association with California Association of Secondary School Administrators in cooperation with the California State Association and the Northwest District Association.

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AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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Proceedings

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United Effort — Effective Action

Los Angeles, California
April 4-10, 1952

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IN

MEMORIAM

Frank and Juanita Stafford

April 22, 1951

Foreword

This book is the permanent record of the meetings held as a part of or in conjunction with the 57th Annual Convention of the American Association for Health, Physical Education and Recreation. It exists by virtue of the united efforts of many people: the officers, the chairmen, the secretaries, the speakers, the discussion leaders, and the recorders of the many divisions, sections, and organizations which constitute that large group known as "the Association"; the personnel of the national office; the local convention personnel; and the members of the Proceedings Committee. Through the effective action of these hundreds of people the materials contained in this book were produced, recorded, made available, condensed, and published. The Editor is grateful to each of them for the fine cooperation which has made the editing of this book a pleasure.

This book memorializes the contributions of one President, Frank S. Stafford, under whose able leadership the work of this 57th annual convention was begun. It is dedicated with sincere respect and affection to another President, Bernice Moss, under whose equally able leadership the convention came into being. Her gallant spirit, her quiet competence and her unfailing good humor in the face of heavy difficulties remain as an example to all of us who are a part of the American Association for Health, Physical Education and Recreation.

ELEANOR METHENY, *Editor*

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Illustrations: Joyce Kaufmann

Table of Contents

	Page
GENERAL SESSIONS	15
The Pursuit of Happiness in 1952	16
The Function of Work and Play in Mental Health	18
The R. Tait McKenzie Lecture	20
Memorial Statement	20
Frontiers in the Human Physique Studies	21
Resources for Community Recreation	33
Our Number One Challenge	35
DIVISION SESSIONS	37
Health Education Division	39
Elementary Health Education	40
Secondary School Health Education	42
College Health Education	44
School and College Health Services	45
Community Health Education	46
Conference of Teacher Educators in Health	46
Elementary and Secondary Safety Education	47
Pedestrian and Bicycle Safety	48
Physical Education Division	49
Elementary School Physical Education	51
Secondary School Physical Education	52
College Physical Education	53
Recreation Division	56
Public Recreation	57
Recreational Therapy	59
Industrial Recreation	61
Voluntary and Youth Serving Agencies	63
General Division	65
Administration and Supervision	65
Aquatics	67
Athletics—Boys and Men	68
Camping and Outdoor Education	71
National Section on Dance	72
National Section on Women's and Girls' Athletics	76
Measurement and Evaluation	77
Research	78
National Council of the Research Section	80
Therapeutics	81
Professional Education	83
Professional and Public Relations	85
Student Section	86

Special Events 87
Evaluation Day 87
Elementary Physical Education Workshops 87
National Committee for the Improvement of Professional Preparation 94
California School Supervisors Association Committee 95
International Relations Luncheon 97
Past Presidents Dinner 97
Social Events 97

BUSINESS MEETINGS

Highlights, Board of Directors and Representative Assembly 100
Resolutions Committee 101
State, District and National Officers 106
Associate Editors, Research Quarterly 109
Associate Editors, Journal 110
Editorial Committee 110
Northwest District Meeting 111
Southwest District Meeting 111
Student Section, Southwest District 112

AFFILIATED ORGANIZATIONS 113

American Academy of Physical Education 114
National Association for Physical Education of College Women 115
Society of State Directors 115
Phi Epsilon Kappa 115
Delta Psi Kappa 116
YWCA 116
YMCA 117

EXHIBITORS 120

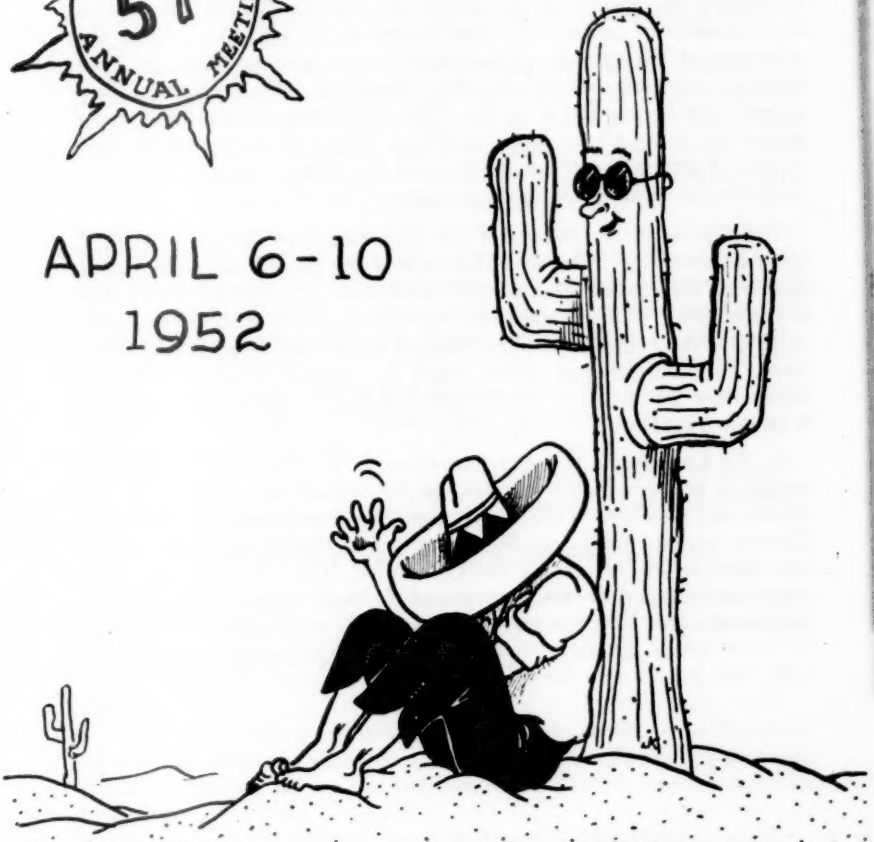
LOCAL COMMITTEES 126

INDEX 131

SALUDOS, AMIGOS!

THE 57TH ANNUAL MEETING

APRIL 6-10
1952



LOS ANGELES, CALIFORNIA

GREETINGS FROM THE PRESIDENT

The fifty-seventh Convention of the American Association for Health, Physical Education, and Recreation will be remembered for many reasons—California hospitality, Southwest friendliness, outstanding professional sessions. Perhaps the unique contribution of this particular convention was the opportunity to meet with a sizable group of secondary school administrators and to discuss common problems. The cooperative arrangement with the California Association of Secondary School Administrators proved to be a two-way avenue of professsional stimulation.

Another outstanding feature of the Los Angeles Convention was the large number of people who participated in the planning and in the programs of the various section and division meetings. Literally hundreds of members contributed their ideas and their unceasing effort to make the convention a success. This conference exemplified a truly grass-roots approach to many problems. Division vice-presidents and section chairmen are to be commended for their successful efforts in involving the membership in the programs of the Convention.

The Board of Directors and the Representative Assembly worked many hours on the policies and business of the Association. It is a long and tiring assignment to sit through three days of Board meetings prior to the opening of the Convention, but the members of the Board willingly gave their time and careful thought to the problems of the Association. The establishment of the Frank S. Stafford Memorial was one outstanding action of the Board, and members are urged to contribute to the Memorial fund.

To the Convention Manager, Lawrence E. Houston, and to his able assistants and committee workers, go the sincere appreciation of the officers and members of the Association. The Southwest and Northwest Districts and the California State Association contributed their money and effort to the success of the Convention. The members and delegates who attended the meetings placed the final stamp of approval on the efforts of all—"It was a good meeting." So says your President.

BERNICE MOSS, *President*

GREETINGS FROM THE SOUTHWEST DISTRICT PRESIDENT

We of the Southwest feel warm pride in the opportunity to serve as hosts to the 57th Annual Conference of the American Association for Health, Physical Education and Recreation. As we welcome each conferee so we welcome others to read the pages of these efficiently collected, organized and presented Proceedings.

You may only browse through this record. You may carefully study but one report. Or, you may thoughtfully consider the program as a whole, aimed toward "United Effort—Effective Action." However you appraise the Proceedings, you will appreciate why we were both inspired and aided in practical ways.

As you begin to read this volume-in-hand and as you close its last page, we invite you to consider those responsible. This conference program represents a full year's work of the national President, Vice-Presidents, Section Chairmen, and many committeemen, leaders, panel members, speakers, secretaries, moderators, coordinators, summarizers, recorders, and others. We Southwesterners also appreciate and point to the cooperative work of the California Association of Secondary School Administrators, the California Association for Health, Physical Education and Recreation and the Los Angeles Unit in their substantial share of responsibility for this excellent conference. The over-three-thousand delegates who participated also helped make this an occasion to be pleasantly remembered.

Thus, your District hosts find themselves in the position of being grateful and indebted to our guests. They, their work and their presence are the source of our pride.

ELWOOD C. DAVIS, *President*
Southwest District, AAHPER

GREETINGS FROM THE ADMINISTRATORS

Members of the California Association of Secondary School Administrators look back with pleasure upon the recent joint conference. The opportunity to consider together our mutual problems in the fields of health, physical education and recreation were appreciated and were beneficial to us.

We hope that our participation was likewise profitable to the members of the national organization and that the benefits which resulted, the acquaintances made, and the professional spirit engendered will be lasting.

W. BRUCE KIRKPATRICK
President
California Association of
Secondary School Administrators

HIGHLIGHTS AND SIDELIGHTS

Each national convention of the American Association for Health, Physical Education and Recreation assumes its own flavor. To some degree, at least, this flavor reflects the spirit of the place in which the convention is held. The 1952 convention was no exception. It caught the colorful, gay, friendly spirit of the great city of Los Angeles. What made the convention both worthwhile and delightful? Well —

The service in the Hotel Biltmore was unusually fine. There was little or no waiting for elevators. Food service was prompt and courteous. The rooms were attractive and clean.

There was adequate space as well as attractive surroundings for exhibits. And the spacious "Galeria" was a delightful place to visit with friends. And!!

The Voit Company presented supplies of baby orchids to the ladies each morning.

Speakers? It was worth making the trip from a long distance to hear Dr. Karl Menninger address a general session—and to hear our own Delbert Oberteuffer speak to the meeting of the Physical Education Division. Dr. Oberteuffer's statement of philosophy was a real inspiration. But two quotations that were heard again and again throughout the convention were one from Dr. Fred Cozens when he discussed spectator sportsmanship, "To boo or not to boo. That is the question," and one from Mrs. Rollin Brown who, during the panel discussion on health service, said "We've rehearsed long enough. Now let's take the show on the road."

Fun? Oh yes—plenty. The evening party "Saludos Amigos" provided a wonderful opportunity for seeing delightful Spanish dances as well as to enjoy a typical California supper and fiesta.

Los Angeles, as usual, was "out of this world." From Sunset Strip to Olvera Street were fascinating evidences that there is but one Los Angeles.

What about weather? The California sun shone in all its glory—that is—some of the time. It rained on Monday and again on Thursday but that really was "most unusual."

It was a wonderful convention! There must have been many post cards mailed sending the message, "Having a wonderful time. Wish you were here."

RUTH EVANS
Springfield Public Schools

HIGHLIGHTS AND SIDELIGHTS

We were impressed by:

the warmth of welcome and hospitality of the Los Angeles folks;
the interest manifested in our program by the California Secondary School Administrators;
television aerials everywhere and seven channels from which to choose;
the L A C E (low altitude cloud essence) which descended to keep us from getting homesick;
the modern functional school buildings;
the beautiful college and university campuses;
the thrilling sight from the air of the city of Los Angeles and the unusual outdoor lighting;
the P.T.A. Health Center clinic;
the excellent educational exhibits at Polytechnic High School;
the well-developed program of correctives in the public schools;
the pedestrian who has the right of way at cross walks;
the open air markets;
the privacy of the back yards;
the twelve hour working day—two to get to work, eight on the job, two more to get home;
the flowers in great profusion;
the system of freeways;
the maximum use of school buildings and grounds by adult and recreation groups;
the beautiful water pageant presented at Los Angeles High School;
the privilege and thrill of seeing the old established profession leaders and the recognition of the many new ones coming up; and
the eagerness to return home to do a better job along with a determination to come back for another visit soon.

W. K. STREIT
Cincinnati Public Schools

AN ADMINISTRATOR EVALUATES THE CONVENTION

Having sat through a number of meetings of the recent AAHPER Convention I have arrived at a very healthy and definite opinion of such meetings. Much good must have been derived by all who attended those meetings.

The mere fact of so many with a common interest coming together and discussing problems that were faced by all of them in one form or another has great value. When such discussions are led by the most experienced and successful workers in each of the fields, the value is increased tenfold.

At the recent convention the selection of these discussion leaders was extremely happy. There is a most natural and human tendency to take for granted any existing procedures. Many teachers assume that only those methods that are in use in their own schools are acceptable. They may actually be surprised to find that all schools don't use those same methods.

In this conference many teachers were introduced to methods and procedures that were entirely new to them. Perhaps they were surprised to find that some of these items of information were extremely well known and accepted in other parts of the country. Several conversations in the lobby of the Biltmore Theatre indicated that the experience of many teachers bore out this statement.

The organization of the convention was excellent, and the grouping of the various meetings was such that people with special interests were able to follow all meetings in that field without great sacrifice.

Plenty of recreational trips and chances for relaxation were provided so that visitors might not criticize those in charge for not practicing what they were preaching. In general the convention was well planned, and, in every way, a profitable experience for all who attended. I am sure that my experience of meeting a state supervisor with whom I had worked in another state many years ago, besides the many local state workers with whom I have had more recent contacts, was repeated many times.

No matter what the cost in time, effort, and money, I am sure that all who attended will gladly attest to the profit gained by their attendance at the recent convention. I'm sure that most administrators will join me in hoping that all of their physical education and health workers were in attendance at their proper sections at this excellent conference.

PAUL FISHER, *Principal*,
George Washington High School,
Los Angeles, California.

GENERAL SESSIONS

GENERAL SESSIONS

The American Association for Health, Physical Education and Recreation gave recognition to the achievements of some of its distinguished members by presenting:

THE LUTHER HALSEY GULICK AWARD to:

Charles Winfred Savage, Emeritus Professor of Physical Education and Director of Athletics, Oberlin College

THE WILLIAM G. ANDERSON AWARD to:

Bernice Moss, Associate Professor of Health Education, University of Utah

Agnes R. Wayman, Emeritus Professor of Physical Education, Barnard College

THE ASSOCIATION HONOR AWARD to:

Martha B. Deane, Professor of Physical Education, University of California at Los Angeles

Anne Schley Duggan, Professor of Health and Physical Education, Texas State College for Women

Arthur A. Esslinger, Professor of Physical Education, Springfield College

Julian W. Smith, State Department of Public Instruction, Lansing, Michigan

Charles E. Spencer, State Department of Public Instruction and North Carolina State Board of Health, Raleigh, North Carolina.

THE PURSUIT OF HAPPINESS IN 1952

Alexander J. Stoddard

Superintendent, Los Angeles Public Schools

"We hold these truths to be self evident: That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

Man will always go on and on in his eternal quest for happiness. No two persons will search for it in the same way. Some will find it while many will never come to claim even a small part of what life might mean for them. Some will play in the game of life while others will sit on the bleachers and try to claim a vicarious happiness through watching the play of others. In either case, education is essential. There are those who regard childhood and youth largely as periods of preparation for adult life when real happiness is to come. But the true program of physical education is based in the philosophy that there is an estate of childhood wherein boys and girls have certain inalienable rights separate and distinct from mere preparation for adult life. That is, it is the right of the child to live richly and happily while a child, without reference to any later period of life. The very best preparation for abundant life is to live adequately and fully on each and every preceding age level.

It is the function of the schools to give to every person, as far as it is possible to do so, the key to unlock and claim the riches that are the common possession of all who are willing to pay the price.

The ability to succeed in the pursuit of happiness is not innate in the human being but must be acquired through long and patient study. Therefore, the curriculum of the modern school gives a large place to those subjects and those types of experiences that mankind has long found to include the eternal verities of life, to satisfy the deeper longings of the soul, and to inspire to noblest achievement. Many phases of the curriculum are planned to help the individual to supply his needs in relation to his physical existence; other phases include the skill subjects which enable one to use his environment and deal with his fellow-beings; still another phase has to do with expressions of human beings in one way or another that constitute the culture of mankind. It is the experience of the race that it is this last form of learning that has the most to do with true happiness.

Attitudes and ideals can be either good or bad. Consider the tremendous opportunity and responsibility involved in situations and conditions found in athletics. This phase of education offers an infinite number and variety of learning situations for the formation of right or wrong attitudes. If attitudes are generalized and crystallized in consciousness and accepted by the individual as something which he believes apart from a specific situation, an ideal may be formed. The function of the teacher is to have the good emerge and the bad die in process of formation. We must not assume that just because a boy plays games he will develop desirable ideals.

A problem in health and physical education is to so develop the body that it will function as a smooth running machine under the many different conditions of this complex life, and yet leave the person as unconscious as possible of the physical side of life. The body must be developed to run at high speed if need be, or to run in intermediate or low, or even to idle sometimes, if the person so desires. The power to relax is fully as important as the power to drive. Equally important as the fact that one's body shall not be a fettering influence is that it shall be able to be used positively as the instrument for abundant living.

Much of the program of physical education consists in the attainment of different muscular skills. Here again the question of balance is involved. Shall the boy or girl be taught to know but a small part of his great inheritance in the realm of play and games and to acquire to a high degree of perfection the necessary skills involved? Or shall the aim be to equip the individual over a wider range with a lower standard of skill for participation. It is difficult to generalize in answer to these questions other than to suggest that both immediate and deferred values must be considered.

We want our boys and girls, and adults too, to acquire those facts, knowledges, and skills necessary for participation in those common integrating experiences of life that make us human beings instead of animals. We ask this for all individuals, each according to their abilities. We are not satisfied with a program of specialization that exploits unusual abilities any more than a mass treatment that neglects individual needs.

No other part of the school program can contribute more to this estate of childhood than physical education. For it is during the period of youth that the exuberance of living expresses itself most through physical activities. Any comprehensive program of physical education should be so planned and conducted as to contribute directly to happiness here and now, to make life as abundant as possible for youth, while they are youth, so that they may know true happiness, and much of it. What a privilege it is to be a boy or girl today in schools where there is a rich, dynamic, challenging program of physical education under the direction of teachers who know and have not lost the joy of living and who still thrill at the sight and sound of healthy children at play.

It is entirely consistent that this country of ours should do everything within its power to establish and multiply the means of pursuing happiness and to develop the desire and ability to do so. But it should also make these blessings the common inheritance of all the people rather than of a favored few. That this has been accomplished to a greater degree in this country than in any other should not diminish our zeal to continue until the ideal of our forefathers is realized. Those great thinkers who founded our nation a century and half ago did not regard education as merely one of the incidental functions of this republic; they considered it to be the primary means of accomplishing its purpose. This is evidenced time and time again in their statements. They not only regarded universal education as necessary to perpetuate this republic, but as the realization of the purposes of this country itself.

THE FUNCTION OF WORK AND PLAY IN MENTAL HEALTH

Karl Menninger

The Menninger Foundation, Topeka, Kansas

Assembled here today are people with similar interests, problems and goals. One problem which is the concern of all is that of determining how our work is related to the larger problems of the world. Physical educators and recreation leaders have asked this question because they know of clinical applications of recreation, and theories in the approach to medicine which use play both as correction and prevention of psychiatric cases.

Many people today know of a man named Freud, and many think they know what his theories were. They think that Freud said there was

an unconscious something that went on in our minds, that dreams are not senseless but communicate something, that sexual disturbances cause nervous illness. They are only partially right.

During Freud's time sex was considered taboo, indecent, and not to be discussed. However, Freud discussed sex and said it dominated all activity of our human life. Because of what he said, he was maligned, falsely accused, and persecuted. About twenty-five years after announcing his first theories, Freud courageously admitted that some of the early criticisms were right, that he had placed too much emphasis on sex. He became converted to the idea that there are in each of us two conflicting desires: one, to be creative, affectionate and constructive; and, two, to be destructive and aggressive. Freud said that the real problem was to control the desire to be aggressive.

We solve the problem of aggressiveness in several ways. We develop an amount of repression as a result of childhood restraints. We set up standards and ideals which we break but keep trying to live by. We attack evil that needs to be attacked. Sometimes, we attack ourselves or those we love. We may neutralize or transfer—sublimate—this destructive tendency into something useful, our work; we direct our energies toward a good end in the work we do.

Play as well as work is another and a necessary way of sublimation. Play is no longer regarded as sinful, aimless, or a luxury but is regarded as essential for good mental health. Play stresses the means rather than ends; play is the thing and is to be consciously enjoyed. Play allows us to win many small victories and minimize our defeats. Through play, our aggressiveness is permitted, encouraged, and forgiven. Thus, if one has enough satisfying work and play in the right proportion, well-controlled aggressiveness results, and we have good mental health. A word of warning for those in physical education and recreation is that we must be sure that the activity we provide is really play, not work.

The state of mental health of the people in the United States today is alarming. Approximately one thousand people enter mental hospitals every day; there are more people in hospitals for psychiatric reasons than all other illnesses put together. There are not enough psychiatrists to treat the mentally ill adequately. However, there has been an increase in the number and kinds of aids to psychiatrists called adjunctive therapists, who are specially trained persons in the areas of recreation, music, art, or physical therapy.

In summary, the proper direction of play is both corrective and preventive as far as mental health is concerned. We do not understand play scientifically but know it is very important and must be taken seriously. A balance of work and play is what men live by. It makes it possible for us to live, love and control our aggressive tendencies, and thus enables us to have good mental health.

THE R. TAIT McKENZIE LECTURE

Presented by the American Academy of Physical Education

Memorial Statement

Mabel Lee

University of Nebraska

The talents of Robert Tait McKenzie were many. In some he excelled to the extent of international fame. He was an administrator, a physician, a specialist in physical medicine, a physical educator, an author and lecturer, and a sculptor. Beyond these he was a man of great personal charm so that to know him personally was a privilege indeed.

As one of the founders of the American Academy of Physical Education, he served for the eight years preceding his death as its first president. At the time of his death in April, 1938, he was also serving as President of the American Academy of Physical Medicine. In the early years of The American Association for Health, Physical Education and Recreation, he served it, too, as president.

As a physician, Tait McKenzie made notable contributions to our profession. During World War I, he organized Command Depots, first in England and later in Canada and in the United States, for the care and treatment of paralyzed and shell-shocked soldiers. While he was organizing the Department of Physical Education at McGill University, immediately following his medical studies, he, at the same time, served as House Surgeon at Montreal General Hospital, and later became Medical Director of the University and taught anatomy in the Medical School. This dual interest in medicine and physical education brought forth his first book, "Exercise in Education and Medicine," an important bit of pioneering work. It opened the door to the wealth of scientific information on the subject which is now at our disposal through the research of a large group of professional workers and backed in some instances by wealthy foundations. For this important advance in our profession, we are deeply indebted to the pioneering efforts of Robert Tait McKenzie in the early years of his own professional career.

While serving for so many years as Director of Physical Education at the University of Pennsylvania, he did much serious writing and research work in both the fields of physical education and medicine, and at the same time developed his unusual skill as a sculptor, producing almost two hundred art works in a period of thirty years.

Not since the days of the ancient Greeks had a man given to the world a sculptured concept of the athletic ideal until Tait McKenzie spanned the centuries with his sculptured studies of youth in action. His biographer, Christopher Hussey, admits that he is tempted to believe that Tait McKenzie might indeed have been a re-incarnation of some sculptor of ancient Hellas. (Would that Hussey's biography of McKenzie were available in every college library where it might be a source of inspiration to every student preparing to enter our field.) McKenzie's first

art works—four "masks of expression," portraying effort, breathlessness, fatigue, and exhaustion—came about from his scientific interest, both as a physician and as a physical educator, in the problem of fatigue in athletes. From that beginning, he produced his famous statues—"The Sprinter," "The Athlete," "The Plunger," "The Ice-bird," "The Juggler," "The Boxer," "The Relay," "The Javelin Cast," "The Pole Vaulter," "The Modern Discus Thrower," to name but a few. From these, he swiftly moved forward to the rank of a world-famous sculptor through his World War I war memorials—the most notable of which are the "Volunteer" in Almonte, Canada (his boyhood home), "The Home-Coming" in Cambridge, England, and the Scottish-American War Memorial in Edinburgh. You who have walked down Princes Street in that Scottish city and suddenly, coming to the gardens, have found yourself face to face with that magnificent statue, "The Call," have known a deep spiritual experience. You, too, momentarily felt the intensity of the call to arms, with Alan Mackintosh, the poet, and with Robert Tait McKenzie, the sculptor, you breathed the lines:

If it be life that waits
I shall live forever unconquered.
If death, I shall die at last
Strong in my pride and free.

Over and above all these accomplishments, Tait McKenzie set before our profession an example of worthy living. He had a great zest for living and living efficiently. Throughout his entire life, there ran a thread of gentleness, of kindness, of rare personal charm and gentility which bound together all his talents to produce an unusual man—a man of great culture and refinement—a man of great simplicity—a man who was a tower of strength to our profession.

To take these few minutes to remember him tonight is for those of us who knew him a reunion with a rare soul; and for those of you who may know of him only as one of an earlier day may this thought of him link you to the immediate glorious past of our profession when Robert Tait McKenzie walked with us and led us on to ever higher goals of achievement.

Frontiers in the Human Physique Studies—Implications for Health, Physical Education and Recreation.

William H. Sheldon, Director
Constitution Laboratory, at the College of Physicians and Surgeons, Columbia University, and Visiting Professor of Medicine, University of Oregon Medical School.

Time is a flowing stream, in which we are borne along like grains of sand. The living human consciousness flashes but for an instant in the sun, like a grain of sand at the surface of the stream, and then suddenly is an incident of the past. The consciousness of yesterday is as long ago and as far away as Nineveh and Tyre. Yet all the human bodies

within which that consciousness happened are so far as we know, immortal. Bodies of human beings, can be changed, physically and chemically, into different forms of many kinds. Yet the constituent substance appears to be immortal, and I suppose this is why the profession of physical education has always seemed to me the most truly *religious* profession.

Their faith is secure, and their worship serene, for they have found the Immortal soul. The soul is the body. Nor do they need to argue or preach about this. Rather they love to exercise it, to make it stalwart and straight, to render it redolent of sweet sweat, in short to save it by mesomorphic exhortation. Physical educators derive an ecstasy from seeing the soul stand up straight.

One lessor product of our groping for a reflection of the orderly continuum of nature in human life has been the system of the somatotypes. Perhaps constitutional study can be considered an attempt to identify the music of one's own particular dance of life. If a person be altogether unaware of this music and entirely out of touch with the score which his own somatotype is trying to reflect, how then shall he enter the kingdom of heaven? Which is to say, how shall he contrive to be true to his own self? Where, especially in his early years before the life target is set, can he find the help he needs in order to grasp in perspective the possibilities inherent in the biological organism that he is? And where can parents and educators find a true reflection of the basic nature of the child over whose destinies they undertake to preside?

Our question is, as professional biologists and physical educators, can we help expedite the development of a responsible biological humanics in place of those hebephrenic and theological approaches to humanics which, ruling our recent past and also our present, have been leading to a catastrophic neglect of the physical reality of human life?

By the term humanics, I mean simply the study of human beings—as orderly and scientific a study as is humanly possible. A biological humanics would be one based on biological methods and biological assumptions in contrast with, for example, mystical or dualistic or psychosomatic humanics.

Imperative to a biological humanics is the peculiarly difficult first step of establishing a basic and comprehensive taxonomy of human beings. Ideally, this would be a taxonomy inclusive of the whole of mankind yet sufficiently differentiative to serve as a skeletal framework for scientific record keeping on individual differences at all levels of human variation. The conventional expression "science of man" indicates not yet an achievement but a future hope. In our researches in human biology at all levels we seem to have lacked a system of biological identification tags for keeping track of *who* were the respective subjects in all the many experiments.

The original experiment in somatotyping was undertaken to attempt to provide biological identification tags in a field where no comprehensive taxonomic system was available. Factor analysis studies with anthropometric measurements had indicated the presence of three primary components in human physical structure. Earlier factor analysis carried out on the expression of temperament in students at the University of Chicago had revealed three primary components which had behaved statistically in a way remarkably similar to the primary components of morphology. Therefore the possibility suggested itself that the human organist might be expressing at an overt, morphological level some very basic biological pattern of dimensionality which was also being expressed at other, progressively less overt levels in the *behavior* of individuals.

Thus at the beginning of the studies in somatotyping we already had two good clues from factor analysis that three primary components might be present. That is to say, we had statistical substantiation of the not very radical hypothesis that human morphology which existed in three dimensions (and changed through a fourth or time dimension) might be usefully classifiable in terms of a primary orientation resting on quantitative variation along three orthogonal axes possibly corresponding to three primary dimensions of space.

The first step was to determine whether an extensive sample of young adult male physiques could be arranged, with the help of standardized photography, in a three-dimensional distribution which would offer promise of leading to an operational taxonomy. When it was found that human physiques did in fact distribute along three orthogonal axes with resulting curves which resembled the so-called normal or bell-shaped curve, the question of assigning all physiques to somatotype categories within this multidimensional distribution quite naturally arose. The next logical step was to try to lay out a sort of periodic table for the somatotypes.

On the backs of our photographs were printed the names and observable structural characteristics of all of the 4000 young men in the original somatotyping experiment. Reshuffling and rearranging the cards, we sought to establish sequences by which the cards would fall into meaningful series when read in three dimensions.

By arranging, and rearranging the photograph cards in series it was possible to arrive at a true to life progression from maximal to minimal endomorphy and then similarly for mesomorphy and ectomorphy. What we had was a record on the back of each card indicating its place in the progression, for each of the primary components.

The next step was to translate these unwieldy ordinal sequences into intensive scales with which people could work and by means of which any population could be somatotyped. The scale actually adopted was a seven-point one where each step in the progression from *one* to *seven*

represents an equal-appearing increment in the component measured. Thus far, this was an entirely subjective scale, and up to this point it had been kept subjective for the same reason that a builder erects a temporary and flexible scaffolding before he brings in the heavier stuff—the steel and the stone—that will constitute the final objectification of his building.

The next problem was one of objectification and standardization. It will be remembered that the first cue to the possibility that a somatotype of three components might be used as a valid taxonomic tool had come from factor analysis, and at two levels. The correlation charts both for traits of temperament and for transverse metric measurements of the body had given strong indication of the conceptual usefulness of three primary components as a frame of reference for describing the human constitutional make-up. The question now suggested itself, since the inter-correlations among these transverse measurements originally reflected the three primary components, might not such measurements—some more than others, of course—correlate closely enough with the respective primary components that the measurements could be used as building stones for the now needed objectification of the somatotypes?

We found that with projection equipment, needle point dividers and a fine steel rule there was no great difficulty in taking transverse measurements from the negatives with a statistical reliability at least equal to that which could be achieved in taking measurements on living people. The procedure presently adopted for objectification of the somatotypes was in principle very simple. After somewhat more than three hundred measurements had been tried and plotted against the tentative or subjective somatotypes, it was an easy matter to select about 10% of them (32) that appeared to reflect the somatoype differences most sharply. These thirty-two measurements, all of them expressed as ratios to stature, were now used in an experiment to test the question whether or not it might be possible by working *blindly*, without even looking at the standardized photograph, to determine the somatotype from the pattern of these purely objective metric data. If this would work, with so small a number of measurements as thirty-two, then by using a larger number of measurements it would obviously be possible to bracket the somatotype more finely and to express it on a finer scale than the seven-point scale tentatively used in the scaffolding experiment. One whole academic year was accordingly spent on the problem of the metric objectification of the somatotype, or on the rather tedious business of measurements, plotting them, matching their patterns against the putative somatotypes, and then modifying the measurements or correcting the somatotypes, or both. The upshot of this anthropometric industry, at Harvard, was the final standardization of a set of not thirty-two, but seventeen ratio indices which, together with weight and stature, were shown to be sufficient for the somatotyping of young men of college

age, on a seven-point scale. The details of this procedure were published in the first volume of the *Constitution Series*.

In the early 1940's the Constitution Project undertook to gather an extensive sample of standard somatotype photographs of the normal adult male at all ages, from eighteen to sixty-five. *The Adult Male*, a book now in press, is a report on this exploration, based on a sample of 46,000 men. Of the total number, 13,000 were students in thirty-one different colleges when they were photographed. 12,000 are from various industrial and military agencies, including five defense plants, of the World War II period. Another 9,000 were patients in cooperating hospitals, although in this latter series only those photographs were included which appeared to be free from any gross pathology. The remaining 12,000, chiefly men in the thirties or older, were from industrial and vocational groups who served as subjects or controls in other related studies with which the Constitution Laboratory in some way collaborated.

Racially, the 46,000 constitute an unselected sample of our present American population. About seven per cent of the group are Negroes or Negro-White mixtures, and about nine per cent are Jewish.

With this sample available we were able to test an earlier impression that behind the phenotypic presentations of college youths there lay some deepseated factor of constitutional patterning which might continue to operate throughout life. We wanted to find out whether the somatotypes were "still there" in representative samples from the early and late twenties, from the thirties and forties, and from the fifties and sixties. To answer such a question perfectly it will of course be necessary to run a longitudinal study for the span of at least one human lifetime on a large sample of people. But meanwhile it has been possible to run a pilot study, possible to get fairly good histories on all of the subjects used, and in this way possible to reconstruct the previous weight histories with at least a modicum of accuracy.

By first somatotyping college boys, then men in their twenties with constant checking back to recent weight histories for a frame of reference, it was possible not only to be reasonably sure that the somatotypes were right but also to build differential height-weight tables which would be dependable at this next age level. With that bridgehead established, it was similarly possible both to somatotype, and more important, to *learn* to somatotype, at the level of the late twenties, and then at the level of the thirties and so on.

When a comprehensive review and a re-somatotyping of our whole male series of 46,000 cases was carried out, the total of the known male somatotypes was 88. All are illustrated in *The Adult Male*, which is an atlas presenting nearly 1200 individual somatotype variations at different ages.

As the height-weight tables for the later age groups were gradually built up it was inevitable that we would become aware of certain dramatic differences in the way different somatotypes tended to weather the passage of time. Repeatedly and persistently men of one group of somatotypes were found in poor condition—prematurely aging, feeble, and jettisoning weight in the fifties or even in the forties, while another group of somatotypes flourished and seemed to grow hale in the fifties and sixties. Interest soon developed in the question of longevity among the different somatoype families. The series of 46,000 was sufficiently large that we were able to construct the mean weight curves for each of the 88 somatotypes separately. Study of these mean weight curves, all of which are included in the forthcoming atlas indicates at least four interesting leads for further research.

1. In general, the commonest somatotypes tend to grow still commoner with advancing age, and most of the rare ones grow rarer.

2. Among men the rarest and shortest lived somatotypes are in general the mesopenes — the whole Southern fringe of the distribution. But the longest lived ones are not the distributional opposities of the latter, not the extreme mesomorphs. There is a fairly clear tendency for the somatotypes of the near Northeast to be long lived. By the term near Northeast is meant such somatotypes as the 2-5-4, the 2-4-4, the 3-5-4, the 3-4-4, and the near neighbors of these.

3. Most of the somatotypes of the ectopenic Northwest tend to show signs of distress in midlife, and in the forties and fifties their numbers thin out rapidly. These are the people most prone to coronary disease and to other cardiovascular difficulties.

4. The men of the most conspicuously gynandroid somatotypes, that is to say, men of the Southwest, tend to be short lived. Yet women in general are long lived, averaging about five years longer than men. On its face this looks like a biological contradiction. Women do better than men, yet when men approach women somatotypically, instead of advancing their biological cause they retard it.

5. There is an undoubted tendency for the *very* long lived men in our American population to be short.

One of the earliest and most natural questions to arise in connection with the somatotype was, What about women? Do they have somatotypes, and how many and what kind? We have undertaken to answer these questions by starting a survey of the female population patterned after the pilot study of men, and expect to be able to publish THE ADULT FEMALE as a companion volume to THE ADULT MALE within a few years. Meanwhile it is already possible to compare the two sexes somatotypically in a preliminary way.

In somatotyping women the first question to consider was whether to use the same height-weight criteria that now constitute a standardized

frame of reference for somatotyping men, or to start over again from the beginning and build a new system which would bear no relationship to the system used for males.

We decided, at least for the present, against the use of two different somatotyping systems, agreed to hew to the line and to let the female somatotypes fall where they would.

Somatotypically, women are more conservative than men. They are more closely massed about the center of their own distribution, are rarer at the extreme edges of their distributions, and they altogether avoid the "no woman's land" of the extreme Northeast. Men are found more evenly distributed throughout the whole range of the somatotypes, and are thinly scattered even in the extreme South and Southwest which is a female stronghold and for consistency ought to be an inviolate no man's land. But these men of the South and Southwest tend toward gynandromorphy and also toward gynandry of behavior. They are in quite a realistic, structural sense women-men.

One advantage in somatotyping with a single keyboard is that this solves the previously distressing problem of what to do with the intersex variants — the gynandromorphs and hermaphrodites. If you are somatotyping against two different systems, and are aware that not only the extreme gynandromorphs but in fact everybody must be considered as expressing some of the characteristics of both sexes, the procedure of somatotyping tends to become more an exercise in conflict resolution than the harmonious transcription of a musical theme that in fact it just possibly may be.

In favor of the original plan to use a separate somatotyping system for women were two principal arguments. First, it was very early recognized that since the two distributions were not going to coincide, some violence would necessarily be done to the scale itself if it were required to cover both distributions.

In somatotyping, the scale we actually use is a thirteen-point scale. It has seemed less awkward, however, to keep the language of somatotyping within the frame of reference of the original seven-point scale, and thus speak of an individual as a 2-3-5½, rather than refer to him as a 4-6-11. The latter sounds too much like football signals. Moreover there is now an increasingly extensive literature on somatotyping, all of it centered on the original seven-point scale. To change that frame of reference would be unnecessarily confusing to many who have learned to recognize 2-3-5's, 6-5-1's and so on, and such a change would in itself be wasteful.

Discussion: Eleanor Metheny, University of Southern California.

For a number of years I have followed with interest Dr. Sheldon's attempts to develop a system of taxonomy for human beings. He has made certain unique contributions to our understanding and he has underlined the complexity of the problem of attempting to establish meaningful systems of human classification.

One of Sheldon's contributions lies in his acceptance of the fact that there are no "pure" types. Every individual is "mixed" as to type, demonstrating in some degree physical traits related to each of the three general descriptive categories. Dr. Sheldon is the first of the human taxonomists to devise a comprehensive system for describing quantitatively the elements in the mixture.

With his triple seven-unit scale, Dr. Sheldon has identified 88 describable human types. If he had chosen smaller units, he might have been able to describe 288 types, or 888 types, or as many types as there are human beings in the world. For in the final analysis, human beings defy categorical classification.

It is this infinite capacity of the human organism for variation which makes the glib and uncritical acceptance of any system of classification dangerous. In our enthusiasm for attributing to an individual some of the characteristics which are common to his "type," we may tend to ignore the very individual characteristics which give him significance as a human being. It is at this point that we must proceed cautiously.

To assume that individuals who are alike in one set of characteristics must of necessity be alike in *all* other characteristics is to over-simplify the problem. Such an assumption robs every person of his most sacred human right—the right to be unique as an individual.

In Dr. Sheldon's researches I have been particularly interested in his scientific verification of the fact that men and women are different. He notes that he has found few women qualified by body build for a place in the super-athletes sector of his classification system. This can be supported by the fact that in all sports which place a premium on size, speed, strength, endurance, and perspiration the champions are—without exception—men. I believe these observations lend interesting support to the point of view long promoted by the National Section on Women's Athletics and other women's groups within our Association. They have consistently endeavoured to convince a sometimes doubting public that athletics for girls and women should have a pattern of its own, distinct from the pattern for boys and men. Women—like men—when considered as a group, have the best chances for success in the areas of activity for which they are best suited. And because women—again like men—are also individuals characterized by individual differences (a fact not always recognized by the popular psychologists who delight in generalizing about us), each girl will derive the most satisfaction from working toward an objective which has meaning for her as an individual. It is this emphasis on the integrity of the individual girl and the necessity for shaping the athletic program to meet her needs which has been the motivation for much of the work of the National Section on Women's Athletics. It is a work of which they may well be proud.

The totalitarian countries may pride themselves on their success in adapting women to participation in traditionally masculine athletic events. Our pride is in adapting athletics to feminine needs and abilities. In Dr. Sheldon's findings I see the implication that a woman trying to excel at a man's game will always play at a disadvantage. A woman playing a woman's game can achieve satisfaction and success through utilization of her own feminine abilities,—even though at times the competition may be masculine. Her satisfaction in her feminine achievement need not be dimmed by the fact that individuals in another classification to which she neither belongs nor wishes to belong have attributes of physical strength, speed, and endurance which she does not possess.

I think Dr. Sheldon's findings emphasize the doctrine of "To each his own," with full recognition of the infinite capacity for variation which characterizes the human organism, and with equal respect for the significance of the achievements of each classification of individuals within its own possibilities and limitations. This is an important doctrine for those of us who work in health education, physical education, and recreation.

I do not think that it lies within the province of most of us in physical education to do somatotyping as a routine procedure, any more than I think that we should all be giving Rorschach tests or the Minnesota Multiphasic Test of personality. Such devices are useful in the hands of those trained in using them, persons well grounded in the basic assumptions and foundation research upon which the device is predicated as well as in the limitations inherent in the interpretation of the information produced by the device. In the hands of the untrained or half-trained technician, such devices are extremely dangerous. For in all forms of guidance based on quantitative information there is nothing more dangerous than a little knowledge.

But those of us who are not trained in the techniques of human taxonomy will still continue to follow with interest Dr. Sheldon's exploration of the varieties of human physique, for his work increases our sensitivity to and understanding of some of the differences in human beings which make our job of teaching them a difficult, fascinating, and infinitely varied occupation.

Discussion: Ben W. Miller, University of California, Los Angeles.

Beginning with a doctoral thesis by Dr. Sheldon in 1924, his constitutional research project has been in progress for approximately two decades. His aim is to lay a skeletal foundation for a constitutional psychology—a psychology of basic individual differences.

Dr. Sheldon does not believe that human behavior is determined by heredity. He believes that the tendency to behave in certain ways is predetermined, and that this tendency is then either reenforced or modi-

fied by environment. The extent depends on how strong both the tendency and the environmental influences happen to be. . . . The theory does not exclude nurture, but it does give nature at least an equally important role.

Dr. Sheldon's work is perhaps the best known contemporary effort to systematize a constitutional approach to personality. The assumptions underlying this method are that human behavior is a function of bodily structure, as well as environmental forces. It is further assumed that a useful description can be made in terms of physical constitution; physiological function; and behavioral manifestations; and that description at these various levels must be coordinated through a common frame of reference. That common frame of reference, according to Dr. Sheldon, is anatomical structure or body build. He believes that a person with a certain kind of body almost always tends to behave in a certain way. So far he has isolated about twenty traits of temperament which appear to be characteristic of each of the three polar varieties of physique.

If the speaker is correct, this theory may well prove to be the most important tool for the understanding of human behavior. The implications for our profession are varied and far reaching.

Our profession has been concerned with practically all the significant aspects of individual variations, including those due to heredity such as body build. Methods of classifying body build have occupied the attention of our profession for decades. Posture pictures and their analyses were really forerunners of the somatotype photograph.

Physical education has vigorously attempted to make use of anthropometry, often unaided in defining constitutional differences. Such attempts as the Wetzel Grid, the Meredith Physical Growth Record, the Cureton-Nordstrom Skeletal Build Index, and the dozens of proposed methods for predicting weight are all reflections of such interest.

The efforts of Dr. Sheldon have been significant to our profession in several ways:

1. He has stimulated our thinking and caused many of us to review our heritage of constitutional thought.

2. He has led the current attempt to reduce the complex problem of constitution to workable dimensions.

3. He has attempted to cross the difficult barrier which intervenes between an intelligently generalized insight and the objective development of a plan for application of the knowledge available.

Though published comments have been on the whole favorable to the scheme of somatotyping there are, as one might expect, critcisms. It has been said of him that his generalizations are not supported by a sufficiently rigorous method.

Dr. Sheldon's study opens many new avenues and emphases to research that converge from many directions upon the study of the individual. Examples of great problem areas are: endocrine function, temperament, mental disorders, mental conflict, early emotional entanglements, immunity to certain diseases, sexuality and mating, differential food needs, dress and furniture for constitutionally different individuals. Many questions are too broad in scope to expect them answered in a single study or even a single project.

Perhaps the extremes can give us a clue in suggesting recreational aptitudes, interests and needs. Alertness in observing the extreme cases can help in observing danger signals and in securing competent medical diagnosis and treatment.

In the light of this study and those in anthropology what should be our goals in corrective physical education? The facts revealed in the study undoubtedly should affect our standards of body mechanics. We need more help on the relationship of individual differences in body build to normal body mechanics. In light of differences in body build can Dr. Sheldon's work help to determine what a proper posture should be? What is proper sitting, standing and walking posture for each individual and how may it be determined? The same data may help us solve problems applying to mechanics of the feet and to mechanics of movement in general.

Several warnings, however, are presented by Dr. Sheldon's work: Our profession has been prone to accept ideas prematurely, without norms, controls and quantitative procedures. Our history reflects that we have suffered the distortion of ideas by opportunists to provide a rationalization for procedures or even "systems" which approach the miraculous. The area of research, though not new, now has a new approach. The work is too new to have demonstrated conclusive evidence. It is granted that preliminary evidence is impressive, but Dr. Sheldon has said that he will perhaps not collect enough evidence in his or our lifetime to prove whether he is right or wrong or partly right and partly wrong. He has stated that as a rough guess it will take a hundred years for the project to produce some useful answers as to the relative importance of heredity and environment in different patterns of behavior.

Let us, as students and consumers of the biological and psychological sciences, not discredit the constitutional approach. Let us aid in whatever ways we can to secure a systematized description of constitutional patterning. Let us not deal with isolated anthropometric measurements and indices and handle them as if they were discrete entities. When the somatic considerations are considered more than means to an end, then somatotyping becomes a hindrance rather than a help to the work of the profession.

It may be that compared with the importance of environmental factors the hypotheses of constitutional psychology are of minor significance. But there are many in the profession who wish to know. Therefore, Dr. Sheldon, we will follow with great interest your sustained and painstaking efforts to help find the answers to the complex and seemingly insoluble problem you and your associates have attacked.

Discussion: Leonard A. Larson, New York University.

Dr. Sheldon, as the result of his many years of constitutional research, has provided an instrument which we can use in physical education. Knowledge of body structure, development and proportions is needed in order that we may understand the individual in his many activities of life. It would seem that this understanding as it appears to be related to physical education and as body type is correlated, includes:

1. A knowledge of skills status, rate of learning, achievement levels and capacity. It is reasonable to assume, and some facts are available to support this assumption, that body type is a factor related to these performance characteristics. The importance of body type in such activities as the pole vault and high jump can hardly be refuted.

2. A knowledge of the organic status, rate of development and capacity for development. It is reasonable to judge also that body type will set the limits of organic development. The development of such abilities as muscular strength, muscular power, cardiovascular-respiratory endurance are examples. Evidence is available showing that these physical characteristics are related to constitutional type.

3. A knowledge of physical fitness status, rate of development and capacity for development. Physical fitness concerns the effectiveness with which the individual can utilize his body organic equipment. Fitness for the mile run, e.g., is related, in part, to the structural proportions of the individual.

4. A knowledge of the social adjustment of the individual as well as his possibilities for development. There are some reasons to believe that the behavior and social characteristics of the individual are related to body type and in turn related to the social adjustment of the individual. Because physical education does make a contribution to the adjustment of the individual, knowledge of these relationships should be available and the nature of the relationship understood.

Some research has been conducted recently in physical education to determine the nature and importance of body types. These studies are: (1) Carruth, "The Relationships of Constitutional Build and Motor Ability; (2) Schwartz, "An Analysis of Constitutional Body Types and Physiological Endurance"; and, (3) Cureton, as published in his recent book, "Physical Fitness of Champion Athletes."

These three studies dealing with various aspects of human performance in relationship with constitutional patterns seem to indicate that:

1. Constitutional build is a factor in motor performance, and it will vary with the nature and complexity of the skill.

2. That the constitutional components will vary with the physiological demands of the activity. Performance fitness has a constitutional component.

3. That constitutional type, though significant, must be interpreted in combination with other variables underlying human performance in order to gain a highly significant estimate of the individual. The relationships in all studies are significant, but not high according to a prediction criterion.

RESOURCES FOR COMMUNITY RECREATION

George Hjelte

Recreation and Parks, Los Angeles

We are thinking today of the pursuit of happiness by the individual through the instrumentality of physical education and recreation and its organization in the modern school and also in the community. While the individual has the seeds of his own happiness in himself and he is a captain of his own soul and his own fate, we like to think at the same time that everyone is dependent in the pursuit of his happiness and in his progress and in his advancement upon other people.

He is dependent also upon the institutions that exist in the community in which he lives, on all those voluntary agencies that have sprung up because of the recognition of their need and importance by thinking citizens. His happiness is dependent upon the whole community, including those agencies of government and the agencies of the public schools.

Now what resources does a community have to promote the happiness of its children and its youth through recreation? I like to think of these as of four separate kinds.

First, we have to think of the physical resources of the community as something upon which we are all dependent. The land itself will condition what we do and the climate which exists in the locale where we live will certainly condition what we do and how we do it.

The human resources are going to condition a great deal of what the community may do. The people, their interests, their habits and their enthusiasms which they have not acquired in the locale itself some of them have brought from foreign lands.

We would also think of the social resources of the community, its history and traditions. The institutions are also a part of the social resources, the schools, the churches, the various community agencies and the local government.

The financial resources are part of the picture. Recreational life of people in certain communities is indeed very drab because they

have not learned to allocate a sufficient portion of their wealth to play and recreation. The financial resources and our attitudes toward spending money will, of course, condition what we can do to make people happy through recreation.

The problem of pursuing happiness through physical education and recreation is one of organizing all of these resources; organizing them in a united effort for effective action. There is still a place for individual initiative, but also a vast place for the organization of all the institutions in effective ways toward this end; and, a good part of the responsibility is going to devolve upon local government even apart from the schools.

What can we expect from the local government? We should be able to expect intelligent planning on the part of the planning boards for recreational areas. The local government should establish those kinds of facilities which are not found in the schools.

From the schools we should expect the best possible instruction of all children in the arts of leisure. The schools also should conduct a program of after school hours, a program of play for those who attend school, and also those who live in the immediate environment of the school. We should expect from the schools a program of promotion of community use of the school. We have not yet succeeded in having schools adopt a positive and promotional attitude toward the use of school facilities for community recreation.

Schools and recreational departments may learn from each other and develop better instructional and recreational programs. The schools can learn from recreation how to make their programs so attractive that no compulsion is necessary to get participation. Secondly, schools can learn that the program of recreation should not be too closely anchored to the curriculum. If so, it will not have the freedom of choice it needs to have. Thirdly, we have to design schools differently, including the beautification of the grounds themselves, if we are going to do a job in recreation.

Public recreation may also learn from the schools. Public recreation people need to learn that a place of recreation is not enough. Intelligent and well-trained people are needed to conduct the program, people who can discover enthusiasms which they can build a program upon. Public recreation needs to learn to adapt its program to the individual needs of children. It needs to go into the field of service of the older citizens of the city as well. Public recreation needs to evaluate its program so it can tell where to spend money. It needs to evaluate its program to see if public recreation is working for the best interests of the community for greater happiness and greater advancement.

The schools and public recreation departments and all other agencies of the community, by complementing each other and working together, can contribute greatly to the pursuit of happiness for all.

OUR NUMBER ONE CHALLENGE

Cooperation in the Improvement of Professional Preparation and Standards in Health Education, Physical Education and Recreation

Carl L. Nordly
University of Minnesota

The shortage of teachers, increasing enrollments at the elementary school level and prospects for a marked increase at the secondary school level, unjust attacks upon education, teacher education programs under the label of "experiments" (although they are not experiments) supported by a private foundation, low certification standards and inadequate salaries are only a few of the problems which make this period a crucial and critical one in education. They can be solved through the united effort of all professional organizations concerned about improving education. The AAHPER has a real contribution to make in solving them as its members at local, state, district and national levels, in a dignified but aggressive manner, seek to work with other indviduals and organizations.

We are on the threshold of a great cooperative era in the improvement of teacher education. This movement, long overdue, presents a distinct challenge to all of us. We must accept this challenge with the firm determination that our individual responsibilities to the public require each of us to play a vital role in the movement. Its impact will be felt in years to come.

What is the evidence of cooperation at the national level? Only four examples will be discussed briefly: first, the National Commission on Teacher Education and Professional Standards; second, the American Association of Colleges for Teacher Education; third, the Coordinating Committee on Collegiate Problems of Teacher Education; and fourth, the Proposal for a National Council for Accreditation of Teacher Education.

THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS: This commission was established in 1946 and in all its relationships has exemplified and stressed the cooperation of the entire teaching profession. The AAHPER has been represented at its national and regional conferences which annually since 1946 have been attacking crucial problems in teacher education through the united effort of several hundred participants.

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION: The establishment of this association represents another forward milestone in the cooperative movement to improve teacher education. Membership in the AACTE is open to any institution of higher education which has an adequate program of teacher education.

THE COORDINATING COMMITTEE ON COLLEGIATE PROBLEMS OF TEACHER EDUCATION: The development of this committee by the AACTE in 1949 constituted the third major development in attempts at national cooperation in problems of teacher education. The AAHPER has been represented on this committee since its beginnings. The attention of this committee has been directed primarily toward the complex problems of accreditation and the development of evaluative criteria for teacher education. Recently, the AACTE joined with the professional organizations represented on the Coordinating Committee on Collegiate Problems of Teacher Education by sponsoring the first national meeting of its kind—a joint meeting of deans and college presidents with representatives of departments engaged in professional preparation of teachers in eleven areas. The attendance at the session on health education, physical education and recreation was not large, but the demonstration of cooperation which prevailed at the meeting was significant.

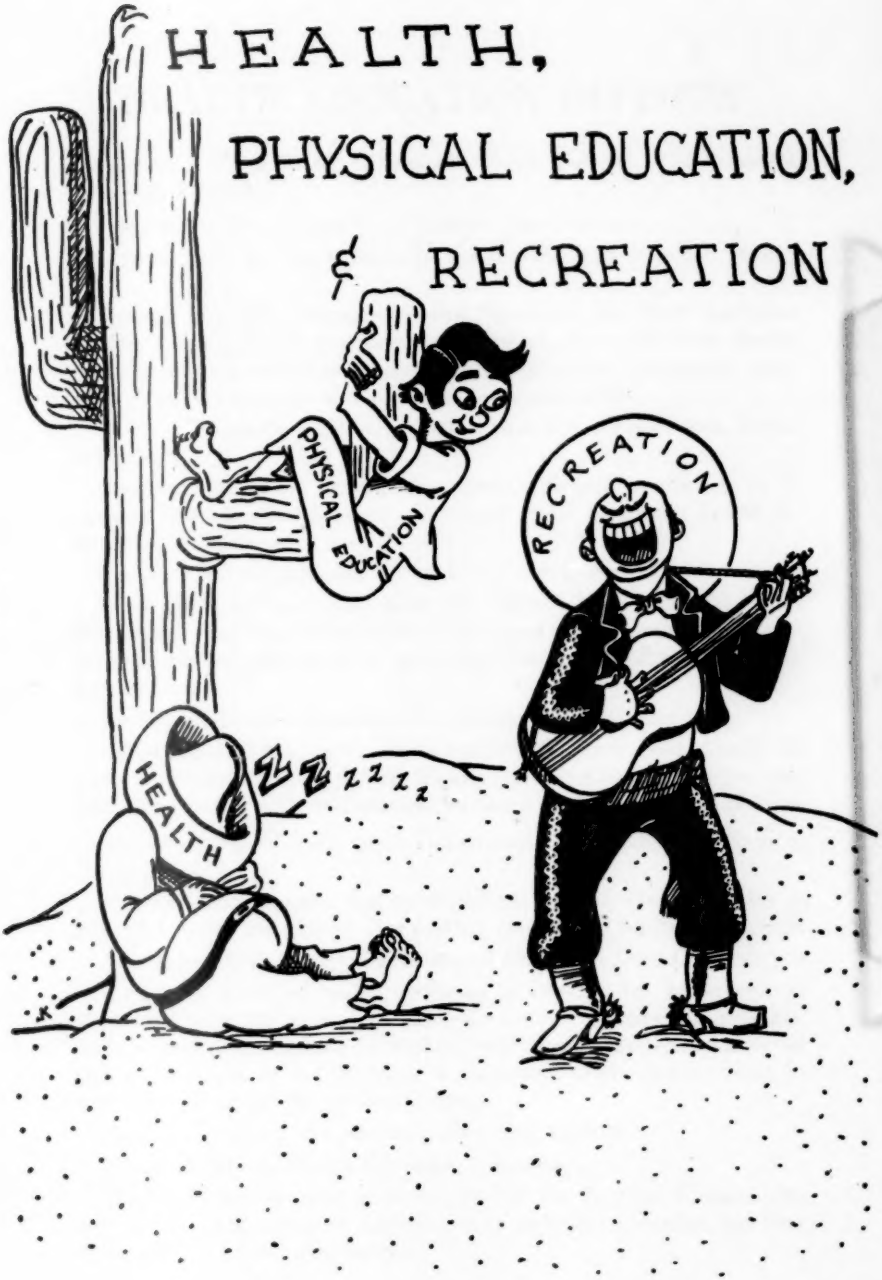
PROPOSAL FOR A NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION: The fourth major development at the national level in the movement to improve teacher education is the 1951 Proposal for a National Council for Accreditation of Teacher Education. The proposed functions of the Council are: "(1) to formulate standards for teacher preparation through continuous research and through consideration of the recommendation of all organizations concerned with the improvement of the preparation of teachers, (2) to devise ways and means of evaluating programs of teacher education by the application of these standards on the request of an institution or state authority responsible for the accreditation desired by the institution and (3) to publish lists of institutions accredited by this Council." . . .

With reference to health education, physical education and recreation, there are three major developments in cooperative effort to improve teacher education and professional standards.

1. Cooperation in health education, physical education and recreation
2. Cooperation at district and state levels
3. Student-staff cooperation in a department

In conclusion, the improvement of teacher education and professional standards can be accomplished only as we cooperate with our fellow teachers and those in related services in the attainment of our objectives. Public respect for our profession and the effectiveness of our unique contributions to education are dependent upon the standards attained through cooperative relations with other professional and lay groups.

HEALTH, PHYSICAL EDUCATION, & RECREATION



HEALTH EDUCATION DIVISION

Chairman: Helen Starr, Minneapolis Public Schools, Vice-President for Health Education

Progress reports were made by District Vice-Presidents:

Central: Elsie K. Annis, Bemidji Teachers College, Bemidji, Minnesota

Increase in health education interest. Minnesota has three curricular guides. Preparation of teachers has improved. Have had three health conferences and workshops. Kansas holds an annual two-weeks workshop. Iowa has had several conferences on mental health.

Eastern: Elizabeth McHose, Temple University, Philadelphia, Pennsylvania

New York has a bill permitting students with religious beliefs to be excused from health education. Increased trend of special health instruction in the schools.

Midwest: Dorothy LaSalle, Wayne University, Detroit, Michigan

Stress on health coordination in the colleges. More stress on health instruction. Ohio and Michigan have had rural health conferences. Committee work has increased in Michigan. Increased health cooperation in Wisconsin.

Northwest: Janelle Moorehead, University of Oregon, Eugene

In December 1951, rural health conferences were held. Course of study in elementary field revised. Family life education workshops were held. New health materials manual for the schools has been published.

Southern: Harold Jack, State Department of Education, Richmond, Virginia

Making great progress due to workshop method. Health service is ahead of health instruction. Are making progress in health instruction.

Southwest: Alma Nemir, University of Utah, Salt Lake City

Committee work on health problems is working for betterment of the school health program. Evaluation for courses of study and program. Held meetings throughout in higher institutions with reference to all fields. Emphasis on the problem of rheumatic fever. Improvement in teacher training in the southwest states.

Report of work in the national office was made by:

Elizabeth Avery, Health Education Consultant

We would like to have more articles for the Journal. Pictures also are needed. Preparation of a bibliography in health education has been done and is available after session.

Theme: "Effective Health Teaching—Let's Consider It!"

Coordinator: Blanche Bobbitt, Supervisor, Mathematics, Life Science and Health Coordinators, Los Angeles Public Schools

Narrator: Camille Brown, Department of Physical Education, University of California, Los Angeles

Teacher: Mrs. Viola Silberman, Health Coordinator and Life Science Teacher, Venice Senior High School, Los Angeles

Summarizer: Wilbur H. Dutton, Associate Director of Secondary Teacher Training, University of California, Los Angeles

Part I. The "Why." Needs of students and needs of modern democratic America are two fountain heads that give our philosophy its meaning and its vitality. This philosophy must influence the teaching-learning situation. What are you trying to accomplish? Are you concerned with changes in behavior of youth? A cooperative effort makes a better working philosophy. Teacher's role is important. Student behavior has been changed. A sincere approach to health teaching, group thinking, group planning, group action is important.

Part II. The "How." Mrs. Silberman showed how one teacher guided a group of students through the steps of problem solving. (1) Cooperative selection of the problem; (2) Discussion of issue involved; (3) Planning ways and means; (4) Planning the presentation; (5) Rehearsals, and many evaluations; (6) Outcomes of student behavior.

Part III. The "Problems." Members of the audience formed groups to raise questions regarding method, principles and procedures.

Part IV. The Way "It" looks from here. The implications for our profession from this meeting are numerous: the genuine attempt to start demonstration of educational principles; willingness of teachers to demonstrate for others, seek evaluation and to share their skills; emphasizing improvement of teaching; basis for administrators and supervisors to work with in-service education; recognition of cooperative approach in planning and in action of group; recognition that we are right up with the medical profession in attempting to bring to our professional meeting latest skills in pupil-teacher learning.

ELEMENTARY HEALTH EDUCATION SECTION

Chairman: EMMETT F. CAMBRON, Health Coordinator, North Texas State College, Denton; *Presiding Chairman:* EDW. B. JOHNS, Associate Professor of Health Education, University of California, Los Angeles; *Chairman-Elect:* RUTH BYLER, Department of Public Instruction, Hartford, Connecticut; *Secretary:* FRANK HAAR, Professor of Health Education, University of Oregon, Eugene; *Summarizer:* MARIAN V. MILLER, Health Educator, The National Foundation for Infantile Paralysis, Inc., New York City

OFFICERS ELECTED, 1952-54

Chairman-Elect: LESLIE W. IRWIN, Boston University; *Secretary-Elect:* MERCEDES GUGISBERG, University of New Mexico, Albuquerque

Speaker: Lester Beck, Psychologist, Director School of Motion Pictures, University of Southern California, Los Angeles. "The Emotional Climate in the Classroom"

The emotional atmosphere is a problem created by adults, as is shown by the case studies of Myrtle McGraw on growth and of Ackerman on twins subjected to different atmospheres. There is a need for permissive atmosphere in order to release inner needs and feelings, otherwise people become rigid, prejudiced, etc.

The emotional climate of the classroom has an important bearing on youngsters. In school, children are subjected to middle-class thinking. This may be different from the thinking of their parents. Thus children find paradoxical situations between home and school.

Suggestions for helping youngsters through establishing climate are as follows:

1. Avoid shielding youngsters from situations which they are able to solve and into which they should enter.

2. Avoid unduly restrictive situations which cause children to become "jumpy" or "problem children."

3. Remember that as the tension or anxiety level increases, the variability of response decreases. But, freedom in the classroom doesn't necessarily mean lack of discipline.

Speaker: Anne Schley Duggan, Texas State College for Women, Denton. (Paper read by Ellen Millisor, University of California, Los Angeles.) "Orientation and Extra-Class Activities of Students in Health Education, Physical Education, and Recreation."

The professional programs for potential leaders in health, physical education and recreation must provide opportunities for experiences which will develop well-rounded personalities and competencies for teaching and leading.

Students need help in becoming oriented to the total campus community through such activities as work on school newspapers, participation in school productions, glee clubs, orchestras, membership in the school health council, and assisting the coach with the football team. In addition, students need to become oriented to leadership possibilities in the broader community and to understand how to volunteer service with such groups as YMCA, YWCA, churches, neighborhood settlements, CYO, summer camp programs, scouts, etc.

Those responsible for the professional program should plan with each student for a variety of leadership experiences to extend over a 4-5 year period, and to consider both the student's background ex-

periences and the competencies needed as a future teacher. The student should gain an understanding of the amount of time he can afford to spend in extra-class activities, and the college should appreciate the need for allowing sufficient time for the student to engage in such activities.

If we accept the principle that we learn by doing, we find that sometimes extra-class activities are the only laboratories provided for the application of theoretical concepts lectured upon in the classroom.

A question period aided by the following resource persons followed:

Elizabeth M. Tisdel, Supervisor of Health and Public Education, Denver; Vernon E. Hungate, Supervisor of Health Education, State Department, Colorado; L. G. Seils, Chairman, Department of Health and Physical Education, El Paso, Texas; Ruth Matthews, Health Educator, Peru State Teachers College, Peru, Nebraska; and Jess Hawthorne, Associate Professor of Health and Physical Education, East Texas State Teachers College, Commerce, Texas.

Questions submitted by the audience were discussed by a group of panel members: Hildred S. Nichols, Teacher, Grandview Elementary School, Montebello, California; Ella L. Riese, Principal, Chapman Avenue Elementary School, Los Angeles; Leslie W. Irwin, Health Educator, Professor of Health Education, Boston University; and Lester Beck, Psychologist, Director School of Motion Pictures, University of Southern California, Los Angeles.

SECONDARY SCHOOL HEALTH EDUCATION

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Co-Chairmen: Elizabeth Kelley, Fresno State College, Fresno; Robert Sprague, Principal, Mar Vista High School, Chula Vista, Calif.

Secretary: Ruth M. Adams, Balboa High School, San Francisco

Theme: "Effective Health Education Through Effort for Secondary Schools"

Speaker: L. L. Jones, Superintendent, Watsonville Schools, California "The Administrator's Viewpoint"

The formation of a Health Council of lay and professional personnel is a starting point in discovering health needs and getting action without duplication of services, waste of time or friction among groups. To give leadership, the administrator must know the best thinking in the field; he must provide in-service educational opportunities; he must guide his staff in recognizing the schools responsibilities; and he should bring to his community those who can stimulate the thinking of staff and civic leaders.

Speaker: Paul Kinney, Altadena, California—"The Physician's Viewpoint"

The school physician, part educator and part medicine man is closely linked in his evolution with the school health movement. "Health in Schools" and A.A.S.A. publication in 1943 put school health into the total educational program. The role of the school physician changed from inspector and examiner to health advisor with responsibilities educative in nature and scope. There is no excuse now for the old inspection type of examination or for the administrator who permits it.

Speaker: Agnes O'Leary, Assistant Professor, Public Health Nursing, University of California, Los Angeles—"The Nurse's Viewpoint"

There has been a change in school nursing from the day of weighing, measuring and testing in isolation from the rest of the school, to the nurses becoming a member of the school staff and working with physicians, students, parents, and teachers in planning and implementing the total health program. The nurse interprets community health problems to the school staff, as well as to students and parents. She furnishes authentic health data and integrates the contributions of the members of the health team. She does health appraisals and health counseling, interpreting information to teachers, students, and parents. There is mutual assistance between nurse and teacher, friendly concern for the student, meaningful cooperation between school and community.

Speaker: Donald J. Galagan, Senior Dental Surgeon, Federal Security Administration—"The Dentist's Viewpoint"

Dental problems are social in nature just as surely as tuberculosis or venereal diseases, i.e. ninety per cent of age group ten are affected by dental problems. The effective approach must be three pronged: there must be education, prevention and correction. The team should be composed of dentist, dental hygienist and nurse. Schools must interest the community in all phases of the program and must look clearly at such practices, as the role of cokes and candy because of the profit involved without thought for the resulting dental tragedies that can and do result.

Speaker: Oliver Byrd, Stanford University, Palo Alto, California—"The Health Coordinator's Viewpoint"

The health coordinator has to consider six basic principles: (1) There must be a period of orientation, stimulation and inspiration; (2) organization—there must be a structure in which work can be done. Pupils must be in on the planning; (3) Production—something must result that is concrete and tangible; (4) Implementation—the program must be put to work with thought given to in-service training and administration; (5) There must be adaptation and revision; (6) Recognition of the fact that this takes time, money, personnel and administrative support.

Speaker: Mrs. Rollin Brown, Vice President, California Congress Parents and Teachers—"The Parent's Viewpoint"

Promises are made to support health in the schools, but there is little evidence of a sound program of Health Education. It is high time that schools employed fully qualified personnel in health education and stopped re-tooling for the part, teachers who would rather work in the major field. Much has to be done for the school staff and particularly for the classroom teacher to make health education a living, vital subject for all. Administrators must recognize the problem and then do something about it. Let's get out of rehearsals and GET THE SHOW ON THE ROAD.

Members of the audience and group leaders participated in section meetings related to size of high school. A seven-member resource team, a health director and a principal met with each section to assist in the solution of their problems. The theme was "How Can We Implement This Program in Our Schools."

COLLEGE HEALTH EDUCATION SECTION

Chairman: Wesley Cushman, Ohio State University
Secretary: Edwin B. Johns, University of California, Los Angeles
Panel Discussion: "Current Problems in College Health Education"
Leader: Delbert Oberteuffer, Ohio State University
Panel Members: Oliver Byrd, Stanford University; Howard Hoyman, University of Illinois; Elizabeth Kelley, Fresno State College; Edith Lindsay, University of California

The following topics were discussed under the general title "Current Problems in College Health Education":

1. What methods are being used to make health courses for all college students more meaningful?
2. How should the teacher handle such controversial problems as: selection of a medical advisor; socialized medicine; birth control?
3. How can more practical field and laboratory work be included in the undergraduate preparation of health majors?
4. How can job opportunities be improved for health majors?

Dr. Byrd commented that the teacher's philosophy determines methodology, and that the teacher must realize that the individual is capable of self-direction. Objectives should be more concerned with judgments, self-direction, attitudes, and practices. The question is not one of content or method, for both are hinged together.

There exist some forty techniques for functional health teaching; for example, problem solving, the socio-drama and self-testing. Dr. Byrd supplies his classes with a mimeographed syllabus so that students need not take notes but may give attention to critical thinking. Examinations are not advocated, although anonymous reactions from students prove to be good evaluation aids.

Dr. Lindsay, in speaking on ways to handle controversial subjects suggested the following: that the teacher have a plan of action; that he know his facts, such as legal aspects, community feelings; that he

establish a healthy emotional climate in the classroom; that he provide opportunities for class participation through such devices as buzz sessions and problem solving; that a good approach is from an historical basis; and that all sides of a problem should be presented.

Dr. Kelley emphasized the importance of laboratory experiences as an integral part of each year's work in the college health education major curriculum. "The teacher must know children." It is important, too, that the first laboratory experiences be good ones. Suggested laboratory and field experiences for the health major include exploration of campus resources; participation in community activities; observation and participation in school situations; practice teaching; and internships.

Dr. Hoyman stated that it is more important to graduate one "grade A" health educator than ten poor ones. Dr. Hoyman went on to point out several assumptions underlying current beliefs and practices in the preparation of health educators.

1. We need a multiple type health educator, with two good teaching minors and both school and public health experience.

2. The curriculum must include broad professional training with both student teaching and field experiences in public health.

3. We need to pool our experiences in placing health majors.

Dr. Hoyman concluded by urging the use of the "health team" in communities to make a real fight to place health educators in jobs. It is necessary to learn how to sell health educators as well as health education.

Following the panel discussions, the moderator, Dr. Oberteuffer, led an audience participation period.

SCHOOL AND COLLEGE HEALTH SERVICES

OFFICERS

Chairman: GLOYD GAGE WETHERILL, San Diego, California; *Secretary:* A. O. DEWEESE, Kent State University, Ohio; *Recorder:* GENEVA GORDON, San Diego Public Schools, California.

OFFICERS ELECTED, 1952-54

Chairman: LULU DILWORTH, Department of Public Instruction, Trenton, New Jersey; *Secretary:* WILLARD PATTY, Bloomington, Indiana; *Chairman-Elect:* MARIE A. HINRICHS, University of Illinois Health Service, Champaign, Illinois; *Secretary-Elect:* ANNIE RAY MOORE, Health Education Consultant, State Department of Education, Raleigh, North Carolina.

Following the business meeting and the election of officers, the audience was divided into four groups to discuss the needs and work of the section. Group leaders reported orally to the audience and also

submitted written reports to be forwarded to the new chairman for action during the two year period before the next national meeting.

At the close of the discussion session a dramatization was presented, entitled "Johnny Jones Makes the Air Corps — A Recapitulation of School Health Experiences That Prepared Johnny to Defend His Country." As Johnny and the school principal talked over old times, the doctor, nurse, audiometrist, dental hygienist, mother, etc., appeared on the stage to portray the role of each in qualifying this boy to become a pilot.

Dr. Willard Patty summarized the skit, and the audience discussed the points brought out. Many requests were received for copies of the skit which is to be mimeographed and sent to all who signed for it.

COMMUNITY HEALTH EDUCATION

Chairman: SIMON A. MCNEELY, United States Office of Education; *Chairman-Elect:* RALPH BOATMAN, Southern Illinois State Normal University; *Secretary:* EDITH LINDLY, Fresno State College; *Summarizer:* JESSIE BIERMAN, University of California.

OFFICERS ELECTED, 1952-54

Chairman-Elect: SPENCER REEVES, University of Washington; *Secretary-Elect:* NORA HALL, Bremerton-Kilsap County Health Department.

The topic for the discussion meeting was "A Community Health Council Tackles a Problem"—an actual meeting of the Committee on Health Education in the Schools, Health Division, Welfare Council of Metropolitan Los Angeles.

Members of the Health Council demonstrated the process of trying to resolve health education problems brought before their group. The following developments of the discussion were observed:

1. There is a great need for mutual understanding of health problems.
2. The first step in adding health education to the school curriculum is to secure qualified personnel.
3. There is need for an evaluation program for the schools.
4. Progress in the health field demands closer community cooperation.

Following the discussion session a business meeting was held for the purpose of election of officers and a discussion of "Through-the-Year" activities.

CONFERENCE OF TEACHER EDUCATORS IN HEALTH

Chairman: Helen Starr, Minneapolis Public Schools

Presiding Chairman: Elizabeth Avery, Health Education Consultant, AAHPER

The group discussed the problem of cooperation between voluntary

agencies and teacher education institutions. As an outgrowth of the discussion, it was recommended that a committee be appointed to carry out the following assignments:

1. to explore the idea of a health education handbook
2. to set up a plan for the conduct of institutes for teacher educators in health.

ELEMENTARY AND SECONDARY SAFETY EDUCATION

JOINT SESSION WITH CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

OFFICERS

Chairman: PATTRIC RUTH O'KEEFE, Director of Health and Physical Education, Public Schools, Kansas City Missouri; *Presiding Chairman:* HELEN FAHEY, Supervisor of Health and Physical Education, Public Schools, Kansas City, Missouri; *Secretary:* CECIL F. ZAUN, Supervisor of Safety, Los Angeles Public Schools; *Summarizer:* LESLIE W. IRWIN, Professor of Health Education, Boston University; *Recorder:* Dora Peters, Kansas City Public Schools.

OFFICERS ELECTED, 1952-54

Chairman: HAROLD JACKS, Supervisor of Health and Physical Education, State Department of Education, Richmond, Virginia; *Secretary:* HOMER ALLEN, Professor of Physical Education, Purdue University, Lafayette, Indiana

Speaker: Charles E. Forsythe, State Director of Michigan. "Possible Remedies for Accident Hazards in Physical Education and Athletics."

1. A safety program in physical education is more than removal of hazards.

2. Understanding of the hazards involved in each activity.

3. Adhere to highest standards of sanitation for equipment and participators.

4. Participators must be physically fit.

5. Good supervision of participants.

6. Inspection of all equipment regularly.

Speaker: T. Malcolm Brown, Asst. Superintendent, San Diego. "My Views on Driver Education."

1. Something needs to be done to lessen the ignorance and dispel the apathy of the laymen regarding driver education.

2. A need for educators to inform their local citizens as to the need for instruction in Driver Education.

3. Driver education resistance of school administrators and teachers needs to be overcome.

4. We should seek advice and counsel of principals, teachers, and layman as to grade level and subject area.

5. Ways must be found to meet the cost of a program in Driver Education and Training that will meet needs of youth in our secondary schools.

6. Difference between education and training must be clarified.

Motion Picture: "Safety Practices in Los Angeles Schools," presented by Cecil Zaun, Los Angeles Public Schools.

Speaker: Roy Duncan, State Director of Health and Physical Education, Springfield, Illinois—"Safety Practices in Elementary Schools."

Seven safety points for elementary schools were discussed by Dr. Duncan, using Illinois schools as examples:

1. Accidents are the number one health hazard.
2. There is need for better instruction of children in safety.
3. There should be at least one teacher qualified to administer first aid in every school.
4. All teachers should participate in an accident reporting system.
5. Each school should have one teacher serve as safety coordinator.
6. We should work toward having a safety supervisor in each school.
7. It may be desirable for all teachers to belong to the safety council.

At the close of Dr. Duncan's address, Helen Manley, Director of Health, Physical Education and Safety, University City Public Schools, Missouri, led the audience in a discussion period. From the discussion came the following points:

1. Playground surfaces are most important in child safety.
2. There are good arguments both for and against school safety patrols. The question must be decided by the particular school situation.
3. Liability for accidents differs, but the teacher is always liable for negligence.
4. Bicycles should be properly parked in racks.
5. There is some feeling that most apparatus should be removed from playgrounds.
6. There is great need for an accurate and uniform system of accident reporting.
7. Teacher supervision is an important factor in preventing accidents on the playground.

PEDESTRIAN AND BICYCLE SAFETY

Chairman: Hope W. Goin, Consultant in Safety Education, Los Angeles City Schools.

Demonstrator: Roy Harrison, Traffic Officer, Traffic Education Unit of the Los Angeles City Police Department.

The demonstration included ways of anticipating hazards and preventing accidents. The distances required for thinking and stopping were demonstrated by a runner, bicycle rider and automobile driver. The detonator test was used for the automobile test.

PHYSICAL EDUCATION DIVISION

A clearly recognizable flavor characterized all the Physical Education Division meetings this year . . . the general meeting as well as those of the elementary, secondary, and college sections. The flavor was one that we always have felt was "there" but rarely has it been so strong and pleasant! Perhaps the convention theme, "United Effort —Effective Action" gave those responsible for planning courage to add a large amount of the flavoring, which when analyzed, was found to contain these ingredients among others: Participation in planning by a very large number of people; many attempts to get from the members of the Association problems which they felt needed discussion; small work sessions centered around these problems; joint sessions with school administrators which afforded opportunities for interchange of ideas; demonstrations which pointed up not only opportunities for the development, skill, power, endurance, and the other things we talk about, but also ways of helping children and youth meet the problems which they face as they work, play, live and learn together. The enthusiastic participation of prospective teachers in all meetings was encouraging.

Certain points seemed to stand out as we listened to comments about the meetings: (1) The need for long-term jobs, as it were, jobs which could be worked on during the next two years and discussed in New York City at the next national meeting in 1954; and (2) the hope that the officers of the various divisions and sections would continue to involve many people in planning and to give further opportunities for small group discussions.

The next two years present a great challenge to all of us. "Opportunities unlimited" lie ahead. Through united effort each member of the Association can contribute to effective action. Our strength lies in the local, state and district associations. The national convention is primarily an opportunity to exchange ideas and to see people. The 1952 convention was good—let's make 1954 even better!

ELSA SCHNEIDER
Vice-President for Physical Education

Chairman: ELSA SCHNEIDER, Vice-President, Physical Education Division, U. S. Office of Education, Washington, D. C.; *Recorder:* DOROTHY MCNEILL, Western Illinois State College, Macomb, Illinois; *Chairman-Elect:* RAY O. DUNCAN, Illinois State Supervisor of Health, Physical Education and Safety; *Speaker:* Delbert Oberteuffer, Professor of Physical Education, Ohio State University.

"Crucial Problems Facing Physical Education"

The most important problem today is our relationship to the preservation of moral and spiritual values which our society holds dear.

The one thing on which we seem to agree even in 1952 is that the core of our society is the human being.

We cannot escape the moral and spiritual fibre of the nation and we in physical education understand and accept the wholeness of man, and thus we cannot escape the total development of the individual. The basic moral and spiritual value in American life is the supreme importance of individual personality.

Moral responsibility must be developed by teaching the individual to accept responsibility for the outcomes of his own conduct. If the individual is supreme, institutional arrangements are the servants of mankind. Devotion to the truth is imperative.

Excellence in mind, character, and creative ability should be fostered. All persons should be judged by the same moral standards.

The concept of brotherhood is more important than winning, for victory without brotherhood cannot help but end in barbaric chaos. Each person should have the greatest possible opportunity for the pursuit of happiness. Each person should be offered the emotional and spiritual experiences which transcend the materialistic aspects of life.

We have the greatest of all educational experiences, potentially, in physical education. Skill and strength are important, but the great values upon which our human society is based are as real as the forehand grip on a tennis racket and are greatly more important and significant. We must devote our energy to the totality of man—exalt physical education, and make it the great youth movement it can be.

PANEL DISCUSSION:

Leader: Thomas E. McDonough, Head, Department of Physical Education and Athletics, Emory University, Georgia.

Panel Members: Ruth Weythman, Chairman, Department of Physical Education for Women, Western Washington College of Education; Ellis Champlin, Director, Division of Health and Physical Education, State Department of Education, New York; Norman Scharer, Administrative Assistant, Ventura Public Schools, Ventura, Calif.; Delia P. Hussey, Supervisor, Health and Physical Education, Detroit Public Schools, Michigan.

Hussey: We need to make a point of finding out where cooperative play stops and where competition starts. We need to get the children in the planning from kindergarten on.

Champlin: I believe the general trend is upward, but we as educators must set the moral tone and example for the child.

Weythman: Although our students wonder why we teach the value of a good life in school, when questioned, they realize the need for the development of moral and spiritual values.

Scharer: The administrators and the physical education teachers need to work together. Requirement is not enough, we need to improve the educational climate.

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Presiding Chairman: EDWIN TRETHAWAY, Los Angeles City Schools; *Chairman-Elect:* GRACE WOODY, Ball State Teachers College, Muncie, Indiana; *Secretary:* LLOYD WEBSTER, Los Angeles County Schools

NEW OFFICERS

Chairman-Elect: JAMES HUMPHREY, Michigan State College; *Secretary-Elect:* RUTH LINS, Public Schools, Rockford, Illinois

Introduction:

Demonstrations, socio-drama, and panel discussions were the methods used to formulate answers to problems in elementary physical education.

Demonstrations:

1. Miss Leona McFadden, Consultant in Physical Education, acted as narrator in a demonstration of "Problem Solving In Physical Education." The problem of class organization for greater participation by each child was discussed through suggestions made in class discussion.

2. Miss Leona McFadden also acted as narrator in a demonstration of "The Problem of the Rejected Child." The social implications were discussed on the playing field and in the classroom. A need for the development of skills was emphasized.

3. Robert Frieberg of the Los Angeles City Schools, and Jack Hoheisal, of the Alhambra City Schools, acted as narrators in a demonstration of, "The Problem of Boy-Girl Relationships in the Rhythms Program."

A panel discussion followed the demonstrations. The comment pointed to the outcomes of the problem solving technique, and how it may be used to the greatest advantage.

Members of the panel discussion were:

Dr. Norman Wampler (Leader), Superintendent, Bellflower School District; Vivian Dale, Teacher, Nora Sterry Elementary School, Los Angeles; Dr. Welty LeFevre, Professor of Educational Psychology, University of Southern California; Charles LeRoy Lowman, M.D., Chief of Orthopedic Hospital, Los Angeles; Martin H. Neumeyer, Professor of Sociology, University of Southern California; Elsa W. Peck, Principal, Crescent Heights Boulevard Elementary School, Los Angeles; Dorothy Harsin, Assistant Superintendent, Los Angeles City Schools; Helen M. Starr, Minneapolis Public Schools; Raymond E. Pollich, Assistant Superintendent, Division of Elementary Education, Los Angeles City Schools.

SECONDARY SCHOOL PHYSICAL EDUCATION

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Presiding Chairman: AL R. ARPS, San Fernando, California; *Chairman-Elect:* HELEN FAHEY, Kansas City, Missouri; *Secretary:* LESLIE REMLEY, Maywood, Illinois

OFFICERS ELECTED, 1952-54

Chairman-Elect: NELSON G. LEHSTON, Ann Arbor, Michigan; *Secretary-Elect:* MAY MORRIS, Carlsbad, New Mexico

Introduction:

Following the general meeting in the Polytechnic High School Auditorium, approximately six hundred people participated in fifteen panel-led group discussions. The members of each of the fifteen panels included teachers, supervisors or directors of physical education in high schools and colleges, and representatives of the California Association of Secondary School Administrators.

Conclusions of Panel-Led Group Discussions:

1. Health instruction has a definite place in the activity program of physical education, but should not be taught in the physical education classes.

2. A good physical education program should have physical fitness as one of its basic concepts. Skills achieved in physical education will remain with the individual, but physical fitness will decline; therefore, there is the need of a daily challenge to be "physically fit." Emphasis should be placed on the need of physical fitness after the termination of class participation.

3. Physical education classes should be formulated according to the grade level and re-divided within the grade according to individual skills. Students should receive a diversified program based on a progression of activities in each semester of each grade in school, avoiding specialized programs in seasonal activities. Cooperative effort between the administration and the physical education staff is necessary if this goal is to be achieved.

4. Social relationships developed in the junior high school students are important considerations in choosing activities which will be successful at this age level. Some of the sports activities which have been used successfully are: volleyball, basketball, hit-pin baseball, and four square badminton with boys and girls participating. The planning committee for a junior high school co-educational program should include students, an interested and qualified teacher, an administrator, and, possibly, a parent.

Trends:

1. There is a trend toward more unification of Health, Physical Education, and Recreation with Health and Recreation being objectives

of Physical Education. Most physical educators now realize that they are molding the whole child. The growth of this concept has contributed to the growing prestige of the profession.

2. There is a trend in physical education to give children requiring special considerations as nearly a normal program as possible, supplemented by special instruction or guidance to fit his particular needs.

3. There is a trend toward more co-educational activities fitted to the growth and interests of children. This program needs the support of boys and girls instructors as well as that of the administrators.

4. Some co-educational in-service training is being experienced in the field of dance and swimming, but it is not widespread.

The Intra-mural Program:

The objectives behind intra-mural planning for the high school program are to improve human relationships through group or individual participation. The intramural program should be the physical education laboratory for the development of boys and girls of all nationalities and of all abilities. The developmental tasks performed by the successful intra-mural program include the following areas: (1) improvement of heterosexual relationships through co-educational activities, (2) development of motor skills through participation, (3) maturation of thinking and behavior through student planning and control in the program, and (4) awareness of principles of physical education and the discrepancies which occur in practice.

Measurement:

Measurement in physical education can be done solely on the objectives which are formulated for the program. Since sports are a vital part of our American culture, physical skills development is one of the most important objectives. In developing skills, multiple impact learning takes place chiefly through socialization of boys and girls. The tone of an entire student body reflects the attitudes of the physical educators of a school. The evaluation or measurement should be made on the basis of what the teacher and pupil mutually understand to be their physical education objectives. In evaluating pupils, there is a danger of becoming involved with too much paper work, and losing sight of the total picture of teaching objectives. It should be emphasized that teachers, pupils, and parents have a mutual understanding of the basis of the grading program.

COLLEGE PHYSICAL EDUCATION

Chairman: ROSALIND CASSIDY, University of California, Los Angeles; *Chairman-Elect:* JACK BYROM, Oklahoma A and M College; *Secretary:* JOAN MARTIN, University of Wisconsin; *Summarizer:* BARBARA MACK, University of California, Los Angeles; *New Chairman-Elect:* GWENDOLYN DREW, Washington University, St. Louis, Missouri; *New Secretary-Elect:* TOM MCDONOUGH, Emory University, Atlanta, Georgia

SPEAKERS:

Dorothy Nyswander, Professor of Public Health, University of California, Berkeley

Malcolm MacLean, Professor of Education, University of California, Los Angeles

"What Is Happening to College Students?"

Same things are happening now as previously but they are more acute now. Individual beliefs and values are being altered.

Anxieties and fears are just as crippling as physical handicaps. The physical education departments should be concerned about students as individuals. Physical education can be a laboratory of life itself.

Three problems of college students: Success, competition, and rugged individualism.

Colleges must believe in "human dignity." An example of the lack of human dignity—on coming to college, a student is told what to take and is put on a production belt like a piece of steel, rather than as a piece of human protoplasm. Colleges must also believe in equality, freedom and group living.

Surveying several sources of information to find out what's plaguing college youth, what they are wanting and what they are thinking the following points may act as a summary:

1. College youth is increasingly competing against older people for jobs, services and education. More people are getting older while the birth rate is decreasing. Result—more competition.

2. Sometimes youth is wanted, sometimes it's not. For fighting wars youth is in great demand, in depressions after wars his usefulness diminishes.

3. They either worry through the college years about their parents' sacrifices to give them an education, or they work on a part-time job or a full swing shift to put themselves through college. Either will cause their sense of values to undergo a drastic change so that income becomes the end and aim of life.

4. They are asking more and more pertinent questions about what we teach and how we teach. This, perhaps more than any college generation in many years, is insisting that the education that they and their parents buy at such high cost must be pertinent to them and to their times.

5. College youth is, for the most part, not too happy with their social life on the campuses, such as the social discrimination, the cheating, the back-biting and the cut-throat competition for grades.

6. Out of our hypocritical inconsistencies between preachments and reality they are weaving slowly some clearer and finer concepts such as that finding a mate is not a sudden event but a process over the years; that marriage is a long stretch of learning the ways of marriage.

7. Students are beginning to hew out a new morality and a new ethics for themselves.

You as physical educators can ease some of these problems. To the easing of their anxieties, the growth of their confidence, surely you can teach them that "nothing is so constant as change." Adaptability to change is the essence of good and effective living. Security is a myth, you must develop a feeling of adaptability and flexibility.

We must learn that in facing both change and danger the greatest courage, the greatest strength, the greatest joy comes from team work and cooperation.

Psychosomatic illnesses are produced by anxieties over competitive sports, over grades, over courses, and over group membership.

In health and recreation you must increasingly find out what you can do to keep psychological tensions from tearing down and destroying what you have built.

During World War II, Americans in general did not know what to do with their time when they were not in combat or getting ready for it. Men disintegrated swiftly because they had not been adequately taught the ways of health and the ways of recreation. Many got drunk, looted, seduced, raped, and black-marketed. They collapsed under the weight of boredom for they were empty of inner resources, had too little notion of the essentiality of recreation.

Physical educators cannot separate the body from the rest of a human being. They must deal with all of him. Teamwork with colleagues in other fields is needed, a cross-fertilization of ideas and processes. Results will be better teaching, better learning, and better service to youth.
Discussion Chairman: Bob Pieh, Antioch College

A discussion period which followed brought out many problems. Some of the problems were:

1. How can you be sure students go away from a class with a sense of achievement?
2. How to help students help themselves?
3. How to get better relations between students in physical education, between physical education departments, between physical education departments, and other departments?
4. How to get more co-educational physical education classes?
5. Does an elective program meet the needs of students?
6. Do we need more individual activities?
7. Are we giving the non majors enough activities to choose from?
8. How to strengthen guidance through physical education?
9. Can we help students to take more responsibilities?

RECREATION DIVISION

Chairman: STERLING S. WINANS, California State Recreation Commission, Sacramento, California; *Chairman-Elect:* BEN MILLER, University of California, Los Angeles; *Summarizer:* GLEN ARNETT, San Diego County Schools, San Diego, California; *Recorder:* JUNE BRASTED, Mills College, Oakland, California

NEW OFFICERS, 1952-54.

Chairman-Elect: W. H. ORION, Director of Recreation, Veterans Administration, Washington, D. C.

Speaker: George Hjelte, General Manager, Department of Parks and Recreation, Los Angeles.

"Recreation in the Midcentury."

The public recreation movement had its inception at the beginning of the present century. Initiated and wisely planned by such leaders as Hetherington, Burdick, Johnson, McCurdy, Joseph Lee, Jane Addams, and others, it has made notable progress to bring the benefits of constructive recreation to the masses. Its basic goals, however, have not yet been achieved. At the turn of the midcentury it behooves those who have chosen physical education and recreation as a profession to take heed and to rededicate themselves to the unfinished task.

To provide a place for play with suitable equipment and well trained leadership wherever people live in large numbers, and principally in congested urban areas, was the first goal. There are at present about 15,000 playgrounds in American cities. It is conservatively estimated that there are no fewer than 50,000 urban neighborhoods. Even assuming that the existing playgrounds meet minimum standards of space, equipment, and leadership, only 30 percent of the objective has been achieved.

The second goal envisioned by the founders of the movement was the building of a great American tradition of play and recreation. Prior to the beginning of the present century America had but meager traditions of folk play, preoccupied as it had been with the frontiers of America and the Industrial Revolution. With the abundant leisure which resulted from the mechanization of industry, there arose an opportunity to cultivate the arts of leisure and to build a recreational tradition. That this tradition should be one serving health and personal development was a concern of this movement. Particularly was it desired that participation in recreation should be developmental and that recreation activities should not be enjoyed only vicariously. Although vast progress has been made in this direction, new threats and

challenges are presented by gadgets and devices which entice people from active participation in recreation activities. Among these are the motion picture, the radio, and television. The building of a universal play tradition in America is yet far from realization.

The third goal envisioned by the founders is the building of a profession of recreation leaders. A conservative estimate is that the United States could use effectively today no fewer than 250,000 well trained recreation leaders in public and private agencies. As of the midcentury there are no more than 16,000 professionals employed full time, the year round. There are many others in related fields, such as the teaching of physical education. There are possibly three times as many employed seasonally and on part time. The training of an adequate corps of recreation leaders and the promotion of high standards of professional preparation in the midcentury constitutes a goal for the future.

The fourth goal of the founders was the development of ethical concepts and spiritual foundations of recreation. None who knew the early leaders can question their devotion to the ideals of democracy and to the spirituality of their motives. They were committed to the ideals of sportsmanship, to the recognition of the intrinsic worth of the individual, to the concept of teamwork, to the ideals of the brotherhood of man, and the abundant life. These ideals have increasingly become ingrained in the philosophy and aspirations of recreation leaders. They need to be held high in the presence of vulgarity in recreational displays, brutality in sports, exploitation of participants, profanement of athletic competition, bribery, etc. This constitutes the supreme objective of those engaged in physical education and recreation endeavors.

PUBLIC RECREATION SECTION

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Chairman: LOUIS MEANS, California State Department of Education; *Secretary:* CARL KAUFMAN, University of Kentucky, Lexington; *Recorder:* JOHN MERKLEY, Public Schools, Los Angeles

NEW OFFICERS: 1952-54

Chairman: HOWARD DANFORD, University of Florida; *Secretary:* EDWIN RICE, State Department of Education, Lansing, Michigan

Speaker: Willard Van Dyke, Public Schools, San Anselmo, California.

"Education for Leisure."

The schools must recognize the importance of educating for leisure time. Some schools are meeting the situation through: music education

programs which are designed to develop an interest in and an appreciation of music; English programs which feature recreational reading; classes in photography; the formation of clubs in drama, art, crafts, mathematics, poetry, creative writing, science, folk dancing, bowling, swimming, and golf. These activities are all in addition to the regular athletic program carried on in the school and stem from interest developed during the regular educational program.

Speaker: John L. Hutchinson, Teachers College, Columbia University, New York.

"Professional Preparation."

Over 500 students receive degrees in recreation yearly from institutions of higher learning. Approximately 47 institutions prepare these recreational leaders. Twenty-two of these institutions offer the Master of Arts degree; and 10 institutions offer the Doctor of Education and the Doctor of Philosophy degrees.

1. Preparation for recreation leadership tends to be adopted as an adjunct to the training program in physical education departments, but recreation education is becoming so structured that the graduates do not meet physical education certification requirements.

2. On the graduate level recreation is being broken into a number of sub areas for the purposes of specialized professional preparation.

3. Universities and colleges on all levels of preparation are requiring much field work in recreation.

4. Students are admitted generally to graduate schools of recreation with undergraduate degrees in physical education, social and group work, sociology and the like.

Speaker: Julian Smith, State Department of Education, Lansing, Michigan.

"Planning, Coordination, and Cooperation in Recreation."

The community school, 1952 model is a Service Agency. Its scope of influence includes recreation.

1. Teach skills, attitudes and appreciations for recreation.

2. Provide facilities for total community use for recreation.

3. Cooperate with all other agencies in the community that have a role in recreation.

4. Take the leadership in calling agencies together for planning and cooperating action in recreation.

The community school helps channel the services of local, state and national recreational agencies to meet community needs. The best use is made of the tax dollar for recreation through cooperative action and planning for facilities, leadership and program. The citizens of a community have the right to expect planning and cooperative action from State groups such as Interagency Councils for Recreation.

Speaker: Charles W. Davis, Superintendent of Recreation, Berkeley, California.

"Use of Total Resources for Recreation and Education."

It is a modern concept to use civic facilities and school playgrounds which are owned by the public for such purposes as public recreation after school hours. Many California cities have put this concept into actual practice. California's Civic Center Act and the Community Recreation Act provided for the use of school buildings and grounds for public recreational and educational meetings.

In the use of the total resources of a city for recreation and education, two points should be stressed:

1. Getting responsible school and city representatives together to discuss and plan projects of mutual concern.

2. Designing, planning and constructing schools and municipal buildings and grounds to meet the needs of the community.

Speaker: Norman P. Miller, University of California, Los Angeles.

"Research in Recreation."

There are many problems that need research. What is the effect of participation in recreation upon the individual? What are the recreational needs of various age groups? How can we evaluate our programs, our methods, and our procedures? How can recreation be adequately financed? What leadership requirements are necessary? Should recreation workers be certified? What is the methodology in recreation?

There are several steps to be taken to attempt to solve these problems:

1. Further stimulation and organization of a program of recreation research.

2. The establishment of voluntary clearing houses of research information.

3. The compilation and distribution periodically to the profession of data relative to studies and researches underway or completed.

4. The encouragement, support, and assistance in cooperative research programs among the agencies and organizations conducting research related to recreation.

5. The establishment and maintenance of liaison on research matters among the professional organizations concerned with recreation.

6. The acquisition and distribution of funds to finance research programs.

7. The training of research personnel.

RECREATIONAL THERAPY SECTION

Chairman: B. J. RUDQUIST, Veterans Administration Hospital, Palo Alto, California; *Presiding Chairman:* W. H. ORION, Veterans Administration, Washington, D. C.; *Secretary:* MA-

JOR KENNETH A. HILL, State of California, Department of Veterans Affairs, Napa County; *Summarizer:* MARY K. SCALES, Veterans Administration Hospital, Long Beach, California

NEW OFFICERS: 1952-54

Chairman: MORY MYERS, Veterans Administration Hospital, Montrose, New York; *Editor:* BERNARD PHILLIPS, Veterans Administration, Washington, D. C.

Speaker: Lee Helsel, State of California Department of Mental Hygiene, Sacramento.

"The Importance of Evaluating the Institutional Recreation Program."

One reason for evaluation is to ascertain the extent to which the objectives within an institution are being achieved. Evaluation assures the flexibility and sensitivity that is so essential to a program in order that it meet the changing needs of the situation. Evaluation of the program and action taken because of this evaluation develops "professionalism" in the program direction. What can be measured?

1. Development of skills acquired in the recreation program.
2. Achievement of knowledge by the individual.
3. Appraisal of changes in personality.
4. Change in the behavior pattern of the individual.

Speaker: Paul S. Cleland, Chief, Special Services, Veterans Administration Center, Los Angeles.

"Determination of Recreation Interests of Inmates or Patients."

Interests of patients or inmates may be determined through suggestion boxes, casual questioning, and by asking employees. It is advisable to request the assistance of a psychologist when preparing a formal questionnaire to determine these interests. It may be possible to form an advisory council of inmates, supervisors, nurses, attendants and aids. Beware of cliques or forceful personalities. Obviously the content of the program will depend on the type of institution and the leadership available, both paid and voluntary. The possibility of volunteer leadership should not be overlooked. Inmates will probably express desires for activities with which they are familiar. To broaden their interests it becomes necessary to provide opportunities for participation in many activites unknown to the inmates. To do this we suggest that one activity at a time be taken, promoted, sold and glorified by using inmate publications, institution radio and photographs depicting obvious interests of large numbers. Have complete and top grade equipment available. Have it demonstrated by experts and persons just bit by the "bug." If the activity flops after a fair trial, give up temporarily and attempt it again later. Perhaps later a change in inmate population will give different results.

Speaker: Major Kenneth A. Hill, Special Services Officer, State of California, Department of Veterans Affairs, Division of Veterans Homes, Veterans Home of California, Napa County, California.

"Providing Recreation Activities for the Aged in Institutions."

The rest cure for old age has been condemned by modern medical science in favor of the therapeutic effects of stimulating and invigorating activity. In farsighted institutions, recreation plays an important part. The older person's need for recreation is intensified through his desire for security, well-being, companionship, usefulness, and a sense of belonging. Recreation activities are needed to combat boredom and the routine monotony of institutional life and to offset the liability of empty hours. Due consideration must be given to the potentialities—as well as to the limitations of the older people living in institutions. Older individuals have the right to be accepted as individuals. This implies the opportunity for self-expression, rather than superimposed ideas and plans. Surveys should be made to determine what the residents want in the way of recreation programs. They have a right to happiness, and their sense of dignity should not be lost simply because they are members of group life.

INDUSTRIAL RECREATION SECTION

Chairman: JACKSON M. ANDERSON, Purdue University; *Presiding Chairman:* FLOYD EASTWOOD, Los Angeles State College; *Secretary:* WILLIAM PRITCHARD, General Motors Corporation, Detroit, Michigan; *Summarizer:* K. L. KELLOUGH, North American Aviation, Los Angeles

NEW OFFICERS: 1952-54

Chairman: CLAYTON BENSON, Eastman Kodak Company; *Secretary:* JACK FULTON, National Industrial Recreation Association

Speaker: B. J. Rudquist, Veterans Administration Hospital, Palo Alto, California.

"Sponsorship of Highly Organized Competitive Sports Leagues for Children and Pre-adolescent Youth by Private and Public Recreation Agencies."

It may be apropos to list both the advantages and disadvantages of competitive sports leagues for children.

1. Advantages: Community interest, group participation for children, good publicity from a participation point of view, opportunity for interested people in the community to sponsor a youth program.

2. Disadvantages: Extrinsic values emphasized, lack of qualified leadership from a health standpoint, great emphasis placed on a few selected and outstanding child participants, distant trips and some exploitation.

Other points which might be considered, are emotional and physical limitations, expense of financing, and national survival tournaments.

There exist many controversial aspects to this issue; however, there are three which appear to be of major importance when compared with the others.

1. Health and safety of the pre-adolescent participant.
2. Commercial sponsorship of teams.
3. Availability of programs for all children who wish to participate together.

It appears that this whole controversial issue has its focus on the function of public relations. This means that those recreation directors who have been remiss in their public relations responsibilities and have this problem in their laps must take a more active part in learning what the recreation interests and needs of his community are. If this is done all proposed or presently operating independent recreation programs can be checked, guided and then integrated into the overall community recreation program. This is to insure that necessary safeguards protecting the health and welfare of the youthful participants are observed and enforced.

These controversies rising from Little League Baseball, Pop Warner Football, Iddy-Biddy Basketball, and Boxing sponsored by independent persons, firms, or organizations result from misunderstandings, lack of good personal relationships, lack of public relations, lack of adequate facilities and areas for team play, and lack of proper knowledge for safeguarding the health and welfare of our youth.

These are all factors which through community collaborative effort, cooperation and understanding a superintendent of recreation worthy of his professional position should be able to resolve to the satisfaction of all concerned which includes the youthful recreators.

"Coordinating the Industrial Recreation Program as a Part of the Total Community Program."

PANEL MEMBERS:

Robert Coons, American Potash and Chemical Corporation, Trona, California; Frank Davis, Lockheed Aircraft Corporation, Burbank, California; Helen Iverson, Industrial Recreation Council, Oakland California; Clair Franklin, Public Schools, Trona, California.

CONCLUSIONS REACHED BY THE PANEL:

1. Need for marriage between schools and industry.
2. Schools should belong to youngsters and adults and used 24 hours per day.
3. Recreation aids in industrial *peace*.
4. Schools build morale—industry provides stability.
5. Difficult to find needs of women in industry as far as recreation goes.
6. Women know what they want; they must be encouraged.

7. Schools may provide adult education and recreation classes with leadership. These may be cultural or physical.

8. Need for recreation for older people.

9. Industrial recreation has created the need for better utilization of facilities.

10. Organization is needed to prevent duplication of effort and facilities.

VOLUNTARY AND YOUTH SERVING AGENCIES SECTION

OFFICERS

Chairman: JOSEPH I. JOHNSON, Y.M.C.A., San Francisco; *Presiding Chairman:* HENRY W. WALTZ, Metropolitan Recreation and Youth Services Council, Los Angeles; *Chairman-Elect:* ROBERT MORRISON, National Jewish Welfare Board; *Secretary:* MRS. WILMA ALSTRON, Y.W.C.A., Los Angeles; *Secretary-Elect:* MARY WEEKS, Girl Scouts of U.S.A., New York City; *Summarizer:* HAROLD T. FRIERMOOD, Y.M.C.A., New York City.

NEW OFFICERS: 1952-54

Chairman-Elect BETHOLD DEMSCH, May Straus Center, Chicago; *Secretary-Elect:* ALICE KRAMER, Y.W.C.A., Chicago.

Speaker: George M. Szudy, Director of Youth Services Division, Welfare Council of Metropolitan Los Angeles. "Concerns in Recreation—Opportunities and Responsibilities for United Effort."

Panel Members: Leader, Henry W. Waltz, Metropolitan Recreation and Youth Services Council, Los Angeles; Mrs. Margaret Murray, Girl Scouts of U.S.A., Los Angeles; Elizabeth H. Payne, Y.W.C.A., San Francisco; Harold T. Friermood, Y.M.C.A., New York City; Samuel C. Kohs, National Jewish Welfare Board, San Francisco; Walter L. Scott, Public Schools, Long Beach.

We may believe in recreation in education but that is not enough. The community has to recognize it. Our Board of Education, school superintendents, and top education supervisors must become convinced of it. The parents and the public must demand it. It is your problem to devise means for bringing this about.

Recreation is an area of program interest for many agencies and organizations. The California Governor's Conference on Youth Welfare in 1950 recognized this when it went on record "as believing the function of the schools is to participate actively in coordination of community resources relative to youth welfare, and that youth be encouraged to participate."

1. Develop a method of clearance to prevent undue duplication.

2. Give people an opportunity to make choices.

3. Each agency define its field.

4. Plan on community-wide level.

Our third concern is with the more efficient and economical use of total resources made available for recreation and education, at all levels.

1. Better understanding between agencies today results in better planning of facilities to serve the entire communities.

2. Need for overall planning committee in every city.

Research methods must be used to discover sound developments in recreation. We have had to do too much on the basis of hypothesis and assumption. Even though our experiences have convinced us that these have been sound, we do not actually know to what extent they are so.

1. Resources now available should be made known by the Research Council and the Research Section of AAHPER.

2. County and State Associations of Health, Physical Education and Recreation must be consulted and called upon for advice in formulation of problems into study and research projects and in bringing sources of help to bear upon specific problems.

3. A master plan of strategy needs to be developed in order to avoid undue duplication of effort and to help small units contribute to large projects.

The preparation and qualification of professional workers must be improved. Quite a number of universities have established majors for this field. Not a small part in the promotion of this aspect of our profession has come about from the gradual bringing up of salaries which has tended to attract more topflight workers into this field.

1. Start an interpretation program at high school level to help in the recruiting process.

2. Salaries adjusted to compensate for time spent in preparation and acquiring training and experience.

3. Initiate research on reasons for turnover.

4. Work toward development of attractive scholarships to encourage graduate training.

5. Opportunities for challenging on the job training and improvement of professional competence.

GENERAL DIVISION

Those more than a dozen Sections of the Association which do not logically belong to the other three Divisions are organized under the General Division. Four of the Sections held joint sessions with the California Secondary School Administrators. The other Sections were concerned with problems of special interest which ranged from aquatics and camping, to research and therapeutics. The General Division program is co-ordinated by the President-elect of the Association.

ADMINISTRATION AND SUPERVISION

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Chairman: T. J. BLEIER, Public Schools, Miami, Florida; *Chairman-Elect:* EVANGELINE REYNOLDS, Los Angeles City Schools; *Secretary:* FRANK STANGEL, Milwaukee Public Schools

OFFICERS ELECTED, 1952-54

Chairman-Elect: ELMON VERNIER, Baltimore Public Schools

Presiding Co-Chairmen: T. J. Bleier, Public Schools, Miami, Florida; E. J. Keema, Public Schools, Del Paso Heights, Calif.

SPEAKER:

Frank B. Lindsay, Assistant Chief, Division of Instruction in charge of Secondary Education, California State Department of Education

"A Summary of Problems as Viewed by an Administrator"

1. Scheduling of students in classes for health instruction and physical education must provide grade placement in terms of maturity.

2. School health services must be connected with instruction in health and the physical education program.

3. What about the inclusion of other activities in the physical education period? Among such items are ROTC, California Cadet Corps, health instruction, instruction in safety and driver education, and in first aid and home nursing.

4. The coordination of counseling and guidance services with the program of physical education must be viewed in the light of the functions of physical education teachers.

5. Community use of facilities and equipment provides a convenient topic to include the tendency of groups in a community sometimes to sponsor programs not believed desirable by instructors and administrators of the program of physical education.

6. In addition to programming time to health instruction, the threads of health instruction must be identified in the various subjects of the entire curriculum to insure that by the time of high school graduation

a student will have had opportunity to acquire an adequate education in health and yet not have been repelled by deadening repetition.

7. Class size and teacher load must be considered to insure sufficiently individualized instruction.

8. The status of girls' physical education leads directly to the entire problem of intramural sports and activities and problems of supervision. An additional problem in connection with the intramural program arises from the fact that many high schools transport pupils long distances and the noon hour ordinarily is not sufficient in terms of facilities available for the number of students to allow for an adequate intramural program.

9. Activity periods during the regular school day afford opportunity for intramural recreation as well as cultural pursuits. In this connection co-educational activities in physical education and social dancing deserve given attention.

SPEAKER:

Harold Schoenfeld, Supervisor of Health, Physical Education and Recreation of Alameda County, Oakland, California

"Current Problems of Supervision as They Relate to Health, Physical Education and Recreation."

The problems are centered around the following areas:

1. Instruction, which includes:
   a. planning curriculum
   b. providing learning experiences in health and recreation or in providing learning experiences in motor activities for all age levels.
   c. assisting in teaching and rendering service in related areas of the curriculum, and
   d. evaluating pupil progress and teacher progress
2. Organization and management, which includes
   a. formulating school and department policies on athletics, and health examinations for the athletic and the non-athletic
   b. supervising the maintenance of facilities
   c. planning new facilities
   d. purchasing and caring for equipment and supplies
   e. understanding and following legal responsibilities and procedures, and
   f. avoiding hazards
3. School and community relationships, which includes
   a. interpreting the program to the public and participating in community affairs
   b. building cooperatively with the faculty the desire to assume and maintain responsibilities as faculty members, and
   c. continuing professional growth

Group Discussion of these topics as they related to junior high school, medium and large sized high schools was lead by Charles Christiansen, Public Schools, Santa Barbara, California; Charles W. Davis, Public Schools, Berkeley; David P. Snyder, Public Schools, Oakland; and Gordon F. McKeon, Public Schools, Monterey, California.

AQUATIC SECTION

Chairman: HELEN WESTERBERG, George Williams College; *Chairman-Elect:* DAVID ARMBRUSTER, University of Iowa; *Secretary:* TERRY DEARBORN, University of California at Santa Barbara

OFFICERS ELECTED 1952-54

Chairman-Elect: LANORE MOREHOUSE, Chicago Chapter, American Red Cross; *Secretary:* CHARLES MCCAFFREE, Michigan State College

Ralph Carlson, Pacific Area Director of First Aid and Water Safety Services for the American National Red Cross, explained and demonstrated the back pressure-arm lift method of artificial respiration. This method, recently adopted by the Red Cross, was found by the National Research Council to be more effective in lung ventilation. The greater ventilation is due to forced inspiration and forced expiration. Mr. Carlson recommended the use of a descriptive count, "Press slowly, release, lift slowly," as a teaching device.

Josephine Rathbone of Columbia University read the paper on "The Physiology of Artificial Respiration" for Peter V. Karpovich of Springfield College. A report of the experimentation which led to the wide spread adoption of the Holger-Nielsen method of artificial respiration was made. This method is believed to give greater assistance to blood circulation as well as greater ventilation to the lungs. Dr. Karpovich recommended that a person learn more than one method of artificial respiration and that he use the method most practical for a particular situation.

Victor L. Miller of the Long Beach Life Guard Service listed points regarding, "Rescues, Successful and Unsuccessful—What We Learn From Them." In making a rescue, time is the most important item. Following a rescue, a victim needs careful observation. About 75 per cent of the drownings in Southern California are caused through small craft accidents. Information regarding beach equipment and recommendations for beach safety may be obtained through Bill Bowen, President, Professional Life Guard Association of Southern California, Santa Monica, California.

Terry H. Dearborn of the University of California at Santa Barbara, spoke on "Skin Diving, Rapidly Growing Aquatic Sport." He defined skin diving as diving under water in swimming garb with the addition of only swim fins and a light diving mask, which is in no way connected

with the surface. The movement is made primarily by leg kick and gliding on outstretched hands. Activities include underwater spear fishing, photography, and exploration and study of marine life. Underwater spear fishing is recognized by the A.A.U. with American championships held each summer. The International Underwater Spearfishing Association has headquarters in Los Angeles.

AQUATIC SECTION DEMONSTRATION PROGRAM

Presiding Chairman: Roger C. Plaisted, Los Angeles Chapter, American National Red Cross.

Recorder: Helen White, Los Angeles State College.

Coordinator: Wes Hammond, Los Angeles Athletic Club.

The aquatic demonstration "AQUATIC FUN-DAMENTALS," was held at the Los Angeles Athletic Club with the following program:

1. Flotation devices as aids to the teaching and improving of swimming skills.

Leader: H. G. Cleaveland, University of California at Los Angeles.

2. Swimming instruction through the indirect media of games.

Leader: Mrs. Marjorie Sturges, Beverly Hills High School.

3. Water Polo as a competitive game for all skill levels.

Leader: James R. Smith, Fullerton Junior College.

4. The use of "Jump Dives" at all skill levels.

Leader: Laurence Morehouse, University of Southern California with Glen McCormick, Los Angeles Athletic Club.

5. Techniques of teaching synchronized swimming at all skill levels.
Leader: Miss Helen Mindlin, Valley Junior College.

ATHLETICS FOR BOYS AND MEN

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Chairman: JOHN M. COOPER, University of Southern California; *Co-Chairman:* FRANCIS A. DAUGHERTY, Roosevelt High School, Los Angeles; *Chairman-Elect:* R. E. PETERSON, Arlington Public Schools, Massachusetts; *Secretary:* L. C. BUTLER, Colorado State College

SPEAKER:

Harry Moore, California Interscholastic Federation.

"Looking Ahead with School Athletic Federations"

Competitive sports programs for pre-high school youngsters should be studied carefully to determine physical and sociological effects of such programs on youngsters involved.

Secondary schools are working towards standardization of regulations and practices in interscholastic athletics and in sponsoring an educational training program to acquaint teacher-training institutions with these measures.

Control through major educational organizations tends to support administrators in meeting attacks by well-meaning but educationally unsound pressure groups which sponsor athletic programs of various types.

SPEAKER:

Blair Gullion, Washington University, St. Louis, Missouri.

"An Athletic Program Without Recruitment"

Washington University established an amateur intercollegiate athletic code based on the following factors:

1. That intercollegiate athletics are an integral part of the education and physical education program of the university.

2. That the top officials of the university accept full responsibility for the intercollegiate athletic program.

3. That the university finance the athletic program from the general fund.

4. That coaches with reputations as educators be selected and given comparable rank and salary to other faculty members.

5. That admission and grading standards be maintained for all students, athletes not excepted.

6. That no athletic scholarships, subsidies or financial inducements be given to athletes.

7. That appraisal of coaches' work be based solely on the degree of accomplishment of the educational objectives of the program.

8. That the chairman of the Department of Physical Education be in charge of the athletics and be responsible directly to the President.

9. That as many students as possible be extended opportunity to participate.

SPEAKER:

Lawrence E. Morehouse, University of Southern California

"Problems in Conditioning and Training College Athletes"

1. Team physicians are not familiar with the physiology and pathology of sports and athletic injuries. This is not a part of a medical school education.

2. Trainers apply fads, fancies and grandmother's remedies. They are educated by apprenticeship and rely heavily upon salesmen of training room supplies for their technical information.

3. *Specificity* — Training experiments all demonstrate specificity. Therefore, practice sessions should be as near to the same type, inten-

sity and the duration of the game situation as possible. Warming up should pattern the movements of the sport.

4. *Diet*—There is no "super" diet and there are no "special diets." A well-balanced diet containing a wide variety of foods in quantities sufficient to maintain body weight best suited to the activity is as good as the best "artificial" diet. Vitamins and salt are best taken as foods, not as tablets.

5. *Movies*—When an athlete is in the competitive season, forget skill fundamentals and concentrate on strategy and the large job to be done. Concentrate on the parts of the movements only during the off season, allowing ample time for new skills to be "grooved in" before competition starts. Use movies for analysis of form between seasons, and for strategy during the season.

6. *Motivation*—There is a mental state which is ideal for performance. It is one in which the athlete is so intent that he is insensitive to the pain of fatigue; in which he is setting his rate of movement which provides for the greatest summation of his forces without inducing restrictive tension in his antagonistic muscles; and in which he is receiving the optimum stimulation from his environment. This mental state is a problem for the psychologist, a logical advisor for the cheering section.

Groups discussed problems of college athletics, organization and management of Junior College athletics, organization and management of athletics in a high school regional area, accident prevention and safety in athletics, athletic and pupil protection plans, the high school coach, his work, and pay, training and conditioning high school teams, coaching in consolidated high schools, coaching in high school and conducting an intramural program, financing the high school athletic program, the place of high school athletics in the school program, and junior high school athletics. Among the discussion leaders were: Mark Wakefield, University of Indiana; Victor Schmidt, Commissioner, Pacific Coast Conference; Jack Curtice, University of Utah; Jesse Hill, University of Southern California; Wayne Soffe, Brigham Young University; William K. Dunn, Pasadena City College, Pasadena, California; George Canrinus, San Francisco Public Schools, David Snyder and Rex Turner, Oakland Public Schools; Fred Moffett, Berkeley Public Schools; Floyd Eastwood, Los Angeles State College; A. B. Ingham, Executive Secretary, California Interscholastic Federation; S. Chester McIntosh, Puente Public Schools, Charles Forsythe, State Director of Michigan, Ray O. Duncan, Dept. of Pupil Instruction, State of Illinois; Ellis Champlin, State Department of Education, Albany, N. Y.; John Barringer, Tucson High School; Harvey Billig, Billig Clinic, Los Angeles; Roland Logan, Logan Products, Los Angeles; Robert Bergstrom, El Monte High School; Frank Jones, Supervisor of Physical Education, Modesto County Schools; John Riggs, Phoenix College;

William Settle, Glendale Public Schools; Ralph Rich, Tujunga Public Schools; Jack Davidson, Encinitas Public Schools; Stanley Weiss, Yuma City Public Schools; George Sirnio, Oregon State Director; Alan M. Bostwick, Corning Union High School; Henry Mayer, Mineral County High School, Hawthorne, Nevada; Carroll F. Edwards, Coast Union High School, Cambria, California; Donald Giddings, San Diego County Schools; Aud Smith, Portales, New Mexico; L. W. Remley, Maywood, Illinois; Paul C. Waterman, Principal, Parker, Arizona Elementary School; Holly Ashcraft, Long Beach Public Schools; Carl Metten, Recreation Center, Pasadena; and William Lopez, Frank Goulet, Mark Sampson, Meb Schroeder, Larry Hansen, Paul Webb, Grayson Turney, Elmer Tanner, Michael Marienthal, Giles Guy Wrinkle, Floyd Honn, Claude Empey, Pat Turner, Crawford Peek from the Los Angeles Public Schools.

CAMPING AND OUTDOOR EDUCATION

Chairman: LENORE C. SMITH, University of Southern California; *Chairman-Elect:* HARLAN G. METCALF, Cortland State Teachers College; *Secretary:* ARCHIE POTTER, Camp Tyler, Tyler, Texas

OFFICERS ELECTED, 1952-54

Chairman-Elect: RANDELL WATKINS, University of Wyoming; *Secretary:* JEAN YOUNG, Sargent College

PANEL DISCUSSION:

"Unique Educational Values in School Camping"

Presiding Chairman: J. Holley Ashcraft, Public Schools, Long Beach, California

Moderator: J. Bertram Kessel, Consultant in Recreation and Outdoor Education, AAHPER

Summarizer: Julian W. Smith, State Department of Public Instruction, Lansing, Mich.

Panel Members: Dr. Dan Williams, Public Schools, Garvey, California; Louise E. Waller, Franklin School, San Diego, California; Donald P. Ashley, Jane Adams School, Long Beach, Calif.; Mrs. Lila H. Stevenson, First District California Congress of Parents and Teachers, Los Angeles, California; Dr. William B. Melchoir, Public Schools, Long Beach, Calif.; Dr. Emmett C. Thompson, Claremont Graduate School, Claremont, Calif.

1. Community school camping is an integral part of the curriculum —a unique body of essential and common learnings that can be achieved best in a camping environment and which should be made available to all.

2. Community school camping is a living curriculum based on the best we know regarding how human beings learn. Among the basic and unique values are the following:

a. It provides a child's community where, with good teachers and in the presence of natural resources, all learn about themselves in relation to the physical environment.

b. Learning is by direct experience in the "group" situation where a variety of learnings take place. Examples of these learnings include democracy, health, science, conservation, recreational skills, and a great variety of concomitants related to the classroom.

3. Community school camping is a *vitalizing* influence of the mid-century in education, *a new breath of life that meets the needs of children, youth and adults.* Its acceptance by education, parents, and the general public is evidenced by the following:

a. Beginnings and rapid growth in many sections of the country.

b. Observation and evaluation of teachers, children and parents.

c. Beginnings of public financial support in many communities.

d. Educational literature and research.

4. Programs and administrative patterns vary with local needs and resources and are remaining flexible and experimental in character. The following principles are emerging:

a. The program should be designed to meet those real needs which can best, if not only, be met in a school camp.

b. The pre-camp and post-camp experience should be related to the classroom situation.

c. The program should reflect the best leadership and educational practices of the modern school.

d. Leadership is and will be trained.

5. Community school camping has a future as evidenced by the following reasons:

a. The people will choose *what is good* for their children.

b. The outdoors is versatile. The programs will be varied and unique to the needs and areas. The best educational leadership is required.

c. The interest and attendance in this section is indicative of the future in school camping.

6. KEEP THE PROGRAM SIMPLE!

NATIONAL SECTION ON DANCE

Chairman: JANE FOX, Indiana University; *Chairman-Elect:* MARGARET ERLANGER, University of Illinois; *Vice-Chairman:* LOIS ELLFELDT, University of Southern California; *Secretary:* ELIZABETH HAYES, University of Utah; *Treasurer:* MARGARET DEHAAN FREED, Ventura, California; *Editor:* CORA ANN MILLER, University of Georgia

SQUARE DANCE SESSION

Presiding Chairman: Jane A. Harris, University of Southern California

Discussion Aide: Anne Pittman, Colorado Teachers College

Recorder: Marlys Waller, University of Washington

Following a Square and Folk Dance orientation led by Bob Osgood and Henry Glass of Los Angeles, the square dance session's program consisted of three parts:

1. Historical Sketches of Square Dance.

"Levi's and Laces Square Dancers" led by Ralph Maxheimer demonstrated Contra, New England Quadrille, Play Party Games, Kentucky Running Set, Cowboy Squares, and Western Style Square Dance.

2. Problems in the Organization and Teaching of Square Dance in the Schools.

A panel consisting of Spike Henderson, Jack Hoheisal, and Carolyn Mitchill of Los Angeles emphasized the following points:

a. The problems of administration, personnel, motivation, accompaniment, facilities, equipment, acoustics, and materials for teaching dance are common to all levels of school. They vary in degree.

b. The need for an established and consistent program of rhythms for grades 1-8 is apparent. Each elementary school teacher needs training and skill in the area of dance to carry out this program.

c. The secondary school level should allot more time in the physical education program to dance. Co-education classes should be encouraged with a man and woman teacher sharing the responsibilities involved.

d. The material for dance in schools should be selected according to current community fashion and usage.

e. At all school levels, class work in dance should be supplemented with extra class opportunities.

3. Workshop.

Some new dances and mixers were introduced, the use of records with calls was demonstrated, and a variety of teaching techniques were pointed out.

INTERNATIONAL FOLK DANCE SESSION

Presiding Chairman: Lucille Czarnowski, University of California, Berkeley

Recorder: Elvera Skubic, University of California, Santa Barbara

1. Workshop.

Two of the more popular folk dances being enjoyed currently in California were demonstrated. *Hava Nagilla* (Come Let Us Be Gay) which reflects the new culture of Israel, was demonstrated by Miriam Lidster and Henry Glass and then taught by the latter. *Zillertaler Laendler* was demonstrated by the same couple and taught by Lucille Czarnowski.

2. Discussion of Folk Dance in our schools and recreation groups.

Under the leadership of the presiding chairman, Henry Glass of Oakland Public Schools, Miriam Lidster of Stanford University and Celeste Kennedy of San Francisco State College, it was agreed that folk dance leaders should search out the ethnic groups in the community, learn their authentic dances, and then present them in the schools and clubs.

MODERN DANCE SESSION

Presiding Chairmen: Lois Ellfeldt, University of Southern California; Ruth Jacobs, University of California, Los Angeles.

Recorders: Elvera Skubic, University of California, Santa Barbara; Patricia Whitaker, University of California, Santa Barbara.

A. ACCOMPANIMENT SESSION

Speaker: Lois Ellfeldt, University of Southern California.

"The Problems of the Teacher and the Accompanist"

The problems of having proper accompaniment for modern dance classes include (1) having no accompanist, (2) having no piano, records or Victrola, (3) not understanding exactly what is to be accompanied, and (4) actually accompanying classes both with and without special equipment and an accompanist.

Accompaniment is concerned with the thing which dance is concerned, body movement and the expressions of movement. The aspects of movement to be accompanied are the dynamics of movement—the muscular energy, the force, the quality, and the rhythm that grows out of the dynamics.

Speaker: Pia Gilbert, University of California, Los Angeles.

Demonstrator: Ruth Jacobs, University of California at Los Angeles.

"How Do We Accompany?"

Accompaniment deals with melody, harmony and dynamics; the last being most basic to the accompanist. The accompanist listens as well as watches, determines the fundamental rhythm, and chooses one or a variety of ways of repeating and enhancing this rhythm.

The following methods of accompaniment were demonstrated: the piano as ordinarily played, the piano strings with a beater, the "prepared" piano, drums, and any object—floor, chairs, etc.—with a wooden beater.

RESOURCES AND DEMONSTRATIONS

Resource leaders: Elsa Findlay, University of Southern California; Pia Gilbert, University of California, Los Angeles; Bernice Lawson, Los Angeles State College; Grace Hagstrand, University of Southern California; Frances McDermott, University of California, Los Angeles; Marguerite Mochel, Los Angeles State College.

Discussion: The accompanist needs to know the objectives and experience of each class so that she may provide accompaniment suitable

to the level and ability of each class. The dance instructor needs to know something about music such as rhythmic structure, tempo, and quality. The accompanist and teacher need to work together and help each other.

Demonstration: Marguerite Mochel worked with a group in demonstrating ways in which the teacher may improvise her own accompaniment. A large can top served as a gong, a small can became a drum, and a cheese box with bottle tops inside achieved a rattle effect. Hand clapping to nursery rhymes and popular type records were used, also, to accompany movement.

B. GROUP WORK IN APPROACH TO CREATIVE MOVEMENT

Leaders: Dorothy Gillanders, Arizona State College; Stella Holosko, Orange Union High Schools; Ruth Jacobs, University of California, Los Angeles; Josephine Murray, Fullerton High School; Dorothy Serafino, Whittier High School.

The dancers were divided into groups, each of which worked out a creative approach to choreography.

GENERAL DANCE SESSION

Presiding Chairman: Jane Fox, Indiana University.

Speaker: Aileene Lockhart, University of Southern California.

"Research in Dance"

The great increase in dance studies is the result of the master's degree requirement. There is a tendency toward practicability and the studies are contemporary in nature. In general they may be classified as philosophical and historical, survey and statistical, and project type. Suggested additional studies include television choreography, standardized vocabulary, how to improve and extend teaching of dance, criteria for dance criticism, and techniques for the promotion of the arts in general.

Speaker: Lloyd Webster, Public Schools, Los Angeles County.

"Dance in the Total School Program"

Los Angeles County attempts to teach some kind of dance to every pupil. Approximately 4000 girls and some boys are taking modern dance, and most of these pupils wish to continue after graduation, at least recreationally. Some of the creative dance activities in which local subject matter was used as inspiration were described.

Speaker-Demonstrator: Harriette Ann Gray, Los Angeles.

"Coordinating Dance and Drama"

Dancers are real human beings involved with real human struggles or actions. While technique is important, the emphasis must be upon projecting the feelings which come out of the problems of the human being involved in struggle. Dialogue, rhythms, and sounds may be used as bases for improvisation to clarify relationships between dancers.

The dance group demonstrated some technical exercises emphasizing the use of the torso and elevation; then dramatically motivated falls, greeting, the desire to destroy another individual, abstractions of jumping rope, swimming, and animal characterizations. The demonstration was concluded with a presentation of the dance entitled "Groove."

NATIONAL SECTION ON WOMEN'S AND GIRLS' ATHLETICS

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Chairman: LAURIE CAMPBELL, University of Michigan; *Chairman-Elect:* JOSEPHINE FISKE, Goucher College; *Presiding Chairmen:* AILEENE LOCKHART, University of Southern California; MILDRED H. CROSSWHITE, Alhambra High School
Summarizer: ELIZABETH M. PRANGE, San Jose State College

PANEL DISCUSSION:

"Understanding the Program of Athletics for High School Girls—Purposes and Procedures"

Moderator: GENEVIE DEXTER, California State Department of Education

Panel Members: Esther L. French, Illinois State Normal University; Elsa Schneider, U. S. Office of Education; Mildred H. Crosswhite, Alhambra High School; R. W. Rich, East Bakersfield High School; Kenneth Peters, Beverly Hills High School.

The following problems were discussed by members of the panel:

1. What do we mean by "sports"? What is the difference between sports days and play days?

2. Where do individual sports come into the program of sports days and play days?

3. What opportunity is there beyond classtime for participation in recreation—G.A.A., etc.?

4. Which does the high school girl favor, individual or team sports?

All girls in high school should be provided with ample opportunity for participation in sports outside of class period. Sound leadership during class periods will favorably influence participation in after school activities. Student participation in planning sports programs is important.

Coeducational activities should be included by the 7th grade level, if not sooner.

Administrative cooperation in recognizing the need for the girls' program and in providing adequate space and facilities is essential.

Understanding of other groups of people and extreme partisanship gained through playing together are valuable outcomes of well-planned and well-administered programs of sports.

Playdays are defined as gatherings at which girls participate in sports activities, playing on teams composed of girls from schools other than their own.

Sports days are gatherings at which girls participate in sports, playing on their own school teams.

High school seniors favor individual sports; but a well-rounded athletic program for high school girls should include both individual and team sports.

DEMONSTRATION PROGRAM

Presiding Chairman: JUNE MCCANN, East Los Angeles Junior College

Summarizers: JANE MOTT, University of California, Los Angeles; RUBY ZUVER, George Washington Junior High School, Long Beach

BADMINTON: Presentation of basic principles and objectives for teaching badminton.

Presiding: Elizabeth Anselm, Southern California NSWA, Badminton Chairman

Demonstrators: Boys' National Junior Champions and National Junior Champion Mixed Doubles

SOFTBALL: Analysis and demonstration of techniques, position, play, game strategies, and safety considerations.

Presiding: Louella Daetweiler, Compton Junior College; June Hasty, Huntington Park High School

Participants: Students from Compton Junior College

SWIMMING: Hints and sequences for learning synchronized swimming stunts and patterns.

Presiding: Maxine Shurtz, Pomona College; Faye Mensel Greens, John Burroughs Junior High School, Los Angeles

Participants: Jean Fogarty, Southern Pacific A.A.U. Solo Synchronized Swimming Champion, and students from Pomona College

GOLF: Kinesthetic cues for golf teaching.

Presiding: Virginia Lindblad, University of Southern California

Participants: Virginia Lindblad and Betty Hicks

TENNIS: Hints for teaching advanced techniques of tennis: serve, volley, overhead, drop shot.

Presiding: Gloria Marchini, Foshay Junior High School, Los Angeles

Participants: Eleanor Tennant and Alice Marble

VOLLEYBALL: Analysis of techniques and game strategies, the girls' game, and the coeducational game.

Presiding: Helen Beebe, Compton Union High School

Participants: Students and instructors from Compton Union High School and Junior College

MEASUREMENT AND EVALUATION SECTION

OFFICERS

Chairman: FRANKLIN M. HENRY, University of California, Berkeley; *Chairman-Elect:* MARJORIE PHILLIPS, Indiana University, Bloomington; *Secretary and Secretary-Elect:* AILEENE

LOCKHART. University of Southern California, Los Angeles; *Recorder:* EDWIN J. STALEY, Riverside Junior High School, Riverside, California

OFFICERS ELECTED, 1952-54

Chairman-Elect: ALFRED W. HUBBARD, University of Illinois

Speaker: Helen M. Starr, Public Schools, Minneapolis, Minnesota. "The Teacher's Role in the Evaluation of the Health Education Program."

The teacher should participate in all phases of the evaluation program. Since evaluation is a continuous process, active participation by each teacher in planning, initiating, and carrying out the program is essential. Teachers must be given time for study, be allowed to set up goals. Changes should be initiated by the teachers themselves, not by a superior.

Speaker: Jack Daugherty, Indiana University, Bloomington, read a paper by Leonard A. Larson, New York University, New York. "The New York State Physical Education Standards Project."

An outline of the purposes, organization, committee functions, steps for the development of standards, accomplishments, and future plans of the New York project was presented.

Speaker: Louis E. Means, California State Department of Education, Sacramento. "The School Recreation Program."

School recreation is moving forward. It is of general public concern, not solely the responsibility of a few trained individuals. We must be alert to safeguard proper balance, dissipate time and moneys wisely, and utilize ways that will continue to keep America strong.

Speaker: Richard Pohndorf, University of Illinois, Urbana, read a paper by Jay A. Bender, Bradley University, Peoria, Illinois. "Measurement of Industrial Fitness."

A description of a program of physical fitness for adults at Peoria, Illinois, was presented. Adult fitness is one of the largest unexplored areas in which physical education materials and techniques can be applied.

RESEARCH SECTION

OFFICERS

Chairman: DOROTHY HUMISTON, University of Denver, Denver, Colorado; *Chairman-Elect:* ALFRED HUBBARD, University of Illinois; *Presiding Chairman:* JOY KISTLER, Louisiana State University, Baton Rouge, Louisiana; *Summarizer and Recorder:* WARREN JOHNSON, University of Maryland, College Park, Maryland

OFFICERS ELECTED, 1952-54

Chairman-Elect: LAURENCE MOREHOUSE, University of Southern California, Los Angeles; *Secretary-Elect:* ESTHER FRENCH, Illinois State Normal University, Normal, Illinois

Speaker: L. W. McGraw, University of Texas. "Sociometric Status and Athletic Ability."

The Moreno sociometric technique was applied to over 400 junior high school boys and correlated with general athletic ability and mental maturity. Sociometric status was on the bases "best liked" fellow students and "best athlete." Athletic ability was evidently the major factor in "best liked" students. Very few rejectees had had athletic experience. No relationship was found between sociometric status and mental maturity.

Speaker: Jesse Hawthorne, East Texas State College. "Somatotype and the Relationship to Selected Motor Performance of College Men."

The usual somatotype classifications were correlated with a battery of strength, power, and reaction time measures. Ectomesomorphy was found to accompany superior performance in the test battery. High components of endomorphy were found to accompany inferior motor performance.

Speaker: Deane E. Richardson, University of California, Los Angeles. "Health Education Needs of Physical Education."

College physical education directors, California district and county supervisors and secondary level physical educators were surveyed on the question of proportion of time that health instruction does and should take in the physical educator's day. Generally, a minimum of health is taught, consistent with California statute. Physical educators usually do not have the time for adequate formal health teaching.

Speaker: Warren R. Johnson, University of Maryland. "The Effect of an Interpolated Physical Education Period Upon Academic Efficiency."

A physical education instruction and play period was tested experimentally as to its effect on students' (elementary and college) ability to perform an academic task (arithmetic problems). The control and experimental groups were reversed to check findings. When the groups had an activity period their subsequent work deteriorated less and the subjects were more happily resigned in accepting the task.

Speaker: A. W. Harrer, Steven's Point, Wisconsin. "Physiological Responses of Early Adolescent Boys to Exercise."

Modified basketball and the Harvard Step Test were compared as to their physiological effects upon 12-13 and 14 year old boys. Systolic blood pressure and pulse pressure tended to increase with age; heart rate and respiratory rate decreased. Test-retest data seem to bear out the conclusion that adolescent boys work close to their maximum capacity in terms of their fitness for the specific activity.

Speaker: C. Etta Walters, University of Michigan, Ann Arbor, Michigan. "A Study of the Effects of Prescribed Strenuous Exercise on the Physical Efficiency of Women."

The effects of training (short, strenuous bouts of strenuous exercises daily for eleven consecutive days) and de-training on the physical efficiency of twenty-three young college women were studied. Physical efficiency, as shown by maximum work output on the bicycle ergometer and grip dynamometer, was found to improve. The improvement lasted for a period of two weeks after training cessation. Psychological factors led to the questioning of the validity of "maximum work output" measures as tests of physical efficiency.

Speaker: Frances Z. Cumbree, University of Wisconsin. "Factorial Analysis of Motor Co-ordination."

Two hypotheses were tested: (1) Definable factors in tests measure motor coordination. (2) Tests of motor coordination are grouped around such factors as ability to time bodily movement, to balance objects and maintain body balance, and to move rapidly and change direction. The original hypotheses were confirmed and certain additional but unidentified factors also appear to determine motor coordination.

Speaker: Ruth Glassow, University of Wisconsin. "A Study of Procedures in Teaching Motor Skills."

A staff effort was made to further understanding of the motor mechanism and its operation and to improve ability to provide learning situations which will take up the lag between practice and scientific information. Principles of learning were applied experimentally in an effort to reveal most efficient teaching procedures.

Speaker: John O. Lewellen, Ball State Teachers College, Muncie, Indiana. "A Comparative Study of Two Methods of Teaching Beginning Swimming."

The "whole" and "part" methods of teaching were compared experimentally, using boy and girl beginning swimmers as subjects. Distance swim and quality of form were the criteria of learning status. The "whole" method subjects began with the total stroke, receiving guidance on individual problems as needed. Test results consistently favored the "whole" method group.

Speaker: H. Harrison Clarke, Springfield College. "Fatigue-Strength Studies in Elbow Flexion and Shoulder Flexion Ergography."

Observations were made relative to the relationship between the strength and fatigue ability of the elbow and shoulder flexion muscles. Specific weak and strong degrees of flexion were identified. The results revealed considerable variation among individuals depending on the strength of the involved muscles. The training effect was definite and positive; improved levels of endurance were maintained during a four-week lay-off.

NATIONAL COUNCIL OF THE RESEARCH SECTION

Chairman: DAVID K. BRACE, University of Texas; *Presiding Chairman:* LAURENCE MOREHOUSE, University of Southern California; *Secretary:* MARJORIE PHILLIPS, Indiana University

Following demonstrations of research laboratory equipment and procedures were given:

Roscoe C. Brown, Jr., New York University—The use of the Micro-Scholander gas analysis apparatus (presented by Jack Daugherty, Indiana University).

Nathan Hack and Philip J. Rasch, University of Southern California—Measurements of physical performance in foot hygiene studies.

Franklin M. Henry, University of California at Berkeley—Apparatus and methods used in research on kinesthesia and coordination.

H. Harrison Clarke, Springfield College—The use and precision of the elbow flexion and shoulder flexion ergograph under varying conditions of muscular fatigue.

Harold Brenner, Brentwood Hospital, Veterans Administration Center, Los Angeles—Corrective Therapy—A Research Project in Physical Education.

Alfred W. Hubbard, University of Illinois—Cinematographic method for study of vision in batting; polygraph for kinesiological research; Pestile pressure analyzer for venous pressure recording.

Richard Ganslen, University of Illinois—Ultra light equipment for collecting respiratory gases.

Henry J. Montoye and Wayne F. Tinkle, Michigan State College—A reaction and track timer actuated by key, photo-electric cell unit, or sound of starting gun and electrically synchronized with motion picture camera.

John Nixon, Stanford University—Organization and conduct of recreation research by the California Recreation Research Council.

George V. Devins, Veterans Administration Hospital, Long Beach; Burr S. Zachary, Brentwood Hospital, Veterans Administration Center, Los Angeles; John H. Aldes and Philip A. West, Cedars of Lebanon Hospital—Methods for studying outcomes of procedures in physical and mental rehabilitation.

Samuel Nicholson and John M. Cooper, University of Southern California; and Franklin M. Henry, University of California at Berkeley—An electro-mechanical apparatus measuring force and time characteristics of a runner starting from starting blocks and running five yards on a laboratory dirt track.

THERAPEUTICS SECTION

Chairman: VALERIE HUNT, University of California at Los Angeles; *Presiding Chairman:* ROXIE MORRIS, University of Southern California; *Recorder:* ARNOLD ISAACS, Brentwood Hospital, Veterans Administration, Los Angeles.

Speaker: A. Van Harreveld, California Institute of Technology. "Muscle Innervation—Motor and Sensory."

One-third to one-half of the nerves to a muscle are sensory. The fibers to connective tissue are believed to convey pain. Very recent evidence suggests that muscle tone is produced by reflexes from the flower-spray endings of the muscle spindles, and inhibition of muscle tone by reflexes from the intrafusal fibers of these spindles. Most muscles are innervated by two or three motor nerves. If one is removed, no new fibers will grow in, but new innervation may come from an increased branching of the undamaged fibers. The muscle may thus recover a great deal of its strength.

Speaker: James G. Golseth, University of Southern California. "Electromyography."

Electrical voltages are generated by contraction of a muscle. These are of a specific type if the muscle is normal. A denervated muscle may show an involuntary contraction, termed fibrillation, which is a defense against atrophy until the nerve can grow back. A fibrillating muscle may be restored to usefulness. Detection of fibrillation of electromyography enables the doctor to determine early in the disease whether the muscle, or any part of it, will recover, and thus indicates or eliminates the need for treatment.

Speaker: David Rubin, Kabat-Kaiser Institute, Santa Monica. "Reeducation of Muscles."

Objectives of neuromuscular treatment are to obtain the fullest possible recovery and to reduce to a minimum the existing disability. In most paralytic cases the aims are hypertrophy of the remaining muscle fibers, prevention of disuse atrophy and preservation of central mechanisms responsible for initiating movement, development of correct motor patterns, and activation of dormant motor neurones. Techniques for stimulation of dormant motor neurones include maximal effort against maximal resistance, mass movement pattterns, reversal of antagonists, and rhythmic stabilization. An intensive program of resistance exercises four or five hours a day for as long as three years may be required for maximum recovery.

Speaker: Joseph J. Johnston, Psychologist, California Testing Bureau. "Social and Emotional Factors of Exceptional People."

The therapist is concerned with the total body and mental development of the patient, rather than with a given therapy. The group situation and acceptance by others is necessary for recovery. Individual work does not carry over into other situations. We must think in terms of what the child needs, not the program we wish to set up. The child is interested in imitating the normal person and must be given the bodily freedom to do this. When parents are given group therapy and improve in their acceptance of the child, the child makes relatively the same improvement.

Comment: Josephine L. Rathbone, Columbia University.

Individuals cannot be worked alone; better results are obtained in groups. The individual must be accepted for what he is. He must be secure. Posture problems are not muscular problems. In Physical Education definitive muscular education is important, but it is more important to give the opportunity for expressive experiences. The exceptional child must be helped to face the ultimate reality of his position. Do not be too eager to place him in co-recreational programs. Do not overtire him. Physical Education is not the place for counseling except on a superficial basis.

Comment: Charles L. Lowman, Orthopedic Consultant, Los Angeles City Schools.

The most important individual concerned is the child. Remember your own limitations. Physical educators do not have sufficient background for advanced corrective work. The muscles are the expression mechanism of the body. Motion must have meaning to the patient.

Report: Adapted Physical Education Committee.

Chairman: H. Harrison Clarke, Springfield College.

The Committee held four meetings during the past year. A Statement on Guiding Principles has been prepared. The Committee has cooperated with the Advisory Committee on Education of the American Council on Physical Medicine and Rehabilitation on the status of adapted physical education and has prepared a report on "Status of Adapted Physical Education."

PROFESSIONAL EDUCATION

OFFICERS

Chairman: HARRY A. SCOTT, Teachers College, Columbia University; *Presiding Chairman:* ELWOOD C. DAVIS, University of Southern California, Los Angeles; *Chairman-Elect:* ELWOOD C. DAVIS; *Secretary:* ESTHER FRENCH, Illinois State Normal University; *Moderator:* RAYMOND A. SNYDER, University of California, Los Angeles; *Monitors:* ELLEN C. MILLISOR, University of California, Los Angeles; JOHN R. LEFEVRE, George Peabody College for Teachers, Nashville, Tennessee and students selected by E. Millisor.

OFFICERS ELECTED, 1952-54

Chairman-Elect: WILLIAM L. HUGHES, Temple University; *Secretary-Elect:* ANNA ESPENSCHADE, University of California, Berkeley

Panel members, their topics and brief summaries of important points made follows. Each speaker spoke to the general topic of "Problems in the Professional Education of Teachers and Leaders Relating to Their Specific Topic."

Ann Paterson, The Ohio State University. "Student Teaching, Guided Laboratory Experiences, and Internships on the Undergraduate and Graduate Levels."

Professional experiences should start early and be continuous as well as progressive. There's a trend toward half-day student teaching in the senior year. We really do not know what kind of student teaching is best.

James H. Humphrey, Michigan State College. "Preparation of Personnel with Respect to the Functions They Most Likely Will Be Required to Perform in the Field."

The training offered may become antiquated unless professional curricula are subjected to continuous evaluation. A functional analysis is the method that should be used to draw upon the experience of the experienced.

Ellen C. Millisor, University of California, Los Angeles. "Orientation and Extra-Class Activities of Students in Health Education, Physical Education and Recreation."

Experiences in extra-class activities are needed to round out the development of competencies of future teachers. Students need orientation and assistance in planning program of extra-class activities. These extra-class activities are often the most meaningful laboratory for teaching.

Chester L. Palmer, University of Washington. "Career Opportunities and Other Professional Aspects of Health Education, Physical Education and Recreation."

Elementary school career opportunities are expected to continue at an increased rate. Opportunities on higher education levels are expected to result from replacement needs rather than from new positions. Problems confronting us include recruitment, supply and demand, quality of personnel, admission requirements, preparation requirements, and attention to the professional advances made upon problems.

Martha Deane, University of California, Los Angeles. "The Core Curriculum as a Method of Instruction in the Specialized Education of Teachers and Leaders."

We must teach for our goals and the curriculum must be examined with these goals in mind. To achieve broader goals, a curriculum was designed in which the social effort was planned to aid learning similarly as subject matter was planned. Goals were: movement toward being a healthy, civilized person; understanding the body in movement; understanding the demands and relationships of teaching; requiring tools and materials of the profession.

John L. Hutchinson, Teachers College, Columbia University. "The Graduate Curriculum in Health Education, Physical Education and Recreation."

In the light of a background of statistics as to present situation in regard to graduate and undergraduate preparation, raised four main questions: (1) Is graduate preparation distinct from undergraduate? (2) What distinction should be made in reference to the quality of research for the various degrees? (3) What experiences should precede degrees? (4) Should an interim degree be devised?

PROFESSIONAL AND PUBLIC RELATIONS

JOINT MEETING WITH THE CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

OFFICERS

Co-Chairmen: HARLEY L. ROBERTSON, Director of Health, Physical Education and Recreation, State Office of Public Instruction, Olympia, Washington, and WINSTON NELSON, High School Principal, Pomona, California; *Summarizer:* EDWIN RICE, State Department of Recreation, Lansing, Michigan; *Recorder:* ELVERA SKUBIC, University of California, Santa Barbara

OFFICERS ELECTED, 1952-54

Chairman-Elect: HELEN FAHEY, Kansas City Public Schools; *Secretary-Elect:* MARJORIE ESTABROOKS, Office of Public Instruction, Olympia, Washington

Speaker: Harry A. Fosdick, Editor of the booklet, California Teachers Association, San Francisco, "It Starts in the Classroom."

Every community gets impressions of the schools through contact with the classroom teacher. She is the most important person in interpreting the school program.

There is no greater opportunity for public relations than through the sports program. We should also analyze our program and see how we can interest people in the community in giving service to children and adults, then publicly recognize them for their services. We must sell the physical education program to the public, and publicize the things that are done through as many media as possible. Erroneous ideas concerning physical education should be publicized, then teachers should attempt to publicize the good phases. More can be done in reporting progress stories of increased skills in terms of those skills valuable in life. More talk should be about all the children and not just the star performers.

Perhaps one of the most important things in physical education of this century is the rediscovery of the classroom teacher and her contribution to public relations.

Panel Discussion: Implications for Health, Physical Education and Recreation drawn from the Presentation.

Panel Members: Winston Nelson, Chairman and Moderator; Dr. James H. Carson, Superintendent of Schools, Modesto Public Schools, California; George B. Julian, Principal, Grant Union High School, Del Paso Heights, California; Mrs. Javus B. Fortmann, Principal, Eugene Field Elementary School, Long Beach, California; James S. Nicoll, Director of Health and Physical Education, El Paso Public Schools, Texas; Dr. Leslie W. Irwin, Professor of Health and Physical Education, School of Education, Boston University, Massachusetts; Miss Lucile Satterfield, Lincoln Elementary School, Lynwood Unified School District, Lynwood, California; Perry J. Sandell, Supervisor, Health,

Physical Education, Recreation, and Safety, State Department of Education, St. Paul, Minnesota; Mrs. Rollin Brown, Parent, California Recreation Commission, Los Angeles.

Our students today must be trained in ways of getting along with other teachers in the school and with people in the community in order to establish good public relations. Training must be done in a positive rather than negative way.

Too often the public thinks of physical education as only athletics. Physical educators should correct this by informing the public of all aspects of a total good program. First we must formulate a good program, then inform the public of what it consists and how it affects their youngsters.

The program must be good so the pupil will go home and talk about it as good, thus informing his parents. This is the best type of public relations.

NATIONAL STUDENT SECTION

"SEE THE CELEBRITIES"

Co-Chairmen: JOHN C. SKOIEN, George Pepperdine College, Los Angeles and DOLORES S. BURKHARDT, University of Southern California, Los Angeles; *Presiding Chairman:* JO ANN HERBST, George Pepperdine College; *Announcer:* CHARLES LAPERE, George Pepperdine College; *Recorder:* MARY F. JACKSON, University of Southern California

An opportunity was afforded the students to meet most of the leaders in their professions of Health, Physical Education and Recreation in attendance at the Convention (over sixty-five "Celebrities" in all). The meeting was essentially social in nature, the professional leaders and the students moving about among groups to become better acquainted, rather than to discuss problems or reach conclusions.

STUDENT DANCE—"HOLLYWOOD AFTER DARK"

Presiding Chairman: Joseph M. Reeves, University of Southern California, Los Angeles—Master of Ceremonies.

The dance, special entertainment for students at the Convention and their guests, was held at the Racquet Country Club, Santa Monica. Music was provided by Roger Hanson and his *Quintette*, with the *Flashy Trio* playing during intermissions. Guest entertainers Joe E. Brown, Doodles Weaver, Joan Elms, Phil Moody, Craig Hill, and the Sharrel Sisters.

Trophies, in token of appreciation, were presented to Dr. Nina Murphy and Dr. John Nixon, co-advisors of the student section, and (in absentia) to Dr. E. C. Davis, President of the Southwest District, and Mr. Laurence Houston, Convention Manager.

Door prizes, in the form of various sporting goods articles were awarded.

Dr. Charles W. Savage, 1952 Gulick Award winner, was an honored guest.

SPECIAL EVENTS

EVALUATION DAY

Monday was given over to participation day for convention delegates. Elementary schools, secondary schools, and universities and colleges of the local Los Angeles community had a planned program of instructional activities on their campuses. Delegates were invited to choose a school representing their level of interest and to visit campuses for the purpose of observing and discussing instruction. Colleges participating were: University of California, Los Angeles State College, Pepperdine College, Occidental College and University of Southern California.

ELEMENTARY SCHOOL PHYSICAL EDUCATION WORKSHOPS

DOWNEY ELEMENTARY SCHOOL

General Chairman: Fredricka Moore, Los Angeles County Schools.

Section Chairman: Walter Thow, Downey, California Public Schools.

Summarizer: Arvle Dedmon, Public Schools, Whittier, California.

First 50 minutes found the group divided into three groups for demonstration of rhythms and folk dancing.

1. First and second grades:

Chairman: Margaret Cloonan, Public Schools, Long Beach, Calif.

Leader: Rose Thomas, Public Schools, Oakland, California.

Teacher: Debra Stillman and her second grade class from Downey Elementary School.

2. Third and Fourth grades:

Chairman: Elizabeth Cawthorne, Pomona College, Claremont, Calif.

Teacher: William Boyd and fourth grade from Downey Elementary School.

3. Fifth and Sixth Grades:

Chairman: Jeannette S. Lennox, John Muir College, Pasadena, Calif.

Each group set up a classroom situation where the classroom teacher went through the definite steps to create a rhythms program considered a necessary part of a well-rounded Physical Education program. The class demonstrated known dance steps and dances. Then the class was taught an unknown dance to show the classroom teacher the procedures in teaching a new dance.

Demonstration of basic skills, games, body mechanics, and class organization.

Participants: Grades one and two, three and four, and five to eight.

Demonstration of first and second grades.

Chairman: Paul Bixby, Public Schools, El Monte, California.

Participants: Ruby Gillagher and second grade class from Downey Elementary School.

Demonstration of third and fourth grade.

Chairman: Jack Capri, Public Schools, Oakland, California.

Participants: Ruthmary Dyer and fourth grade class from Downey Elementary School.

Demonstration of fifth to eighth grade.

Chairman: Harry Heppner, Los Angeles City Schools.

Participants: Richard Green and sixth grade class from Downey Public School.

CONCLUSIONS:

In each session the point was stressed that activities should be started quickly. Stop for evaluation and let the children see that they need improvement in skills and body mechanics. Break the group down into small squads to practice the skills by lead up games of lower organization.

PANEL MEMBERS:

Leader: Ralph Lanz, Board of Education, Los Angeles.

Members: Okla E. Smith, Public Schools, Long Beach, California; Rose Thomas, Public Schools, Oakland, California; Margaret Cloonan, Public Schools, Long Beach, California; Jack Hoheisal, Public Schools, Alhambra, California.

PANEL DISCUSSION:

1. How to organize noon periods.
2. Where can the classroom teacher get help in Physical Education.
3. Dividing the class into small squads for better teaching.
4. Rainy day programs.
5. Competitive competition.

CONCLUSIONS:

There was excellent participation from the group of classroom teachers present. It was pointed out that they might obtain further help by:

1. Principals can offer or obtain help.
2. Local workshops.
3. Inservice training groups.
4. Using the supervisor or consultants.
5. Visitations of other teachers.
6. Use of film and film strips.
7. Use of county and state consultants.
8. Use the Secondary Physical Education teachers.

Speaker: Gertrude M. Baker, University of Minnesota, "Physical Education—An Integral Factor in the Growth and Development of Children."

There is considerable diversity of opinion in our profession concerning the size of the role of the classroom teacher in relation to physical

education. There are some people who would always have the physical education expert teaching elementary school children and then there are those who believe that the main responsibility for this work should reside in the classroom teacher. This is really an academic question because at present and for years to come physical education will be a regular part of the classroom teachers work in the U.S.A. Since I have great respect for the classroom teacher, I place emphasis upon her many assets.

1. She is interested in children, and both recognizes and appreciates their love of activity.

2. Even though she may have had little preparation in physical education, she usually sees the socializing value of the field.

3. Since the entire elementary school program is becoming less compartmentalized and more integrated, the classroom teacher has the opportunity of relating physical education to many other fields.

4. When the teacher has some experience with this field, she comes to see it as a powerful motivator of other educational areas.

5. Wherever there are more flexible time schedules, the classroom teacher may arrange for physical education instruction where it fits best into the program of the day and when the children need it the most.

6. It is a common experience of classroom teachers that children show pleasure in the teacher's participation in the physical education activity if that participation is only merely standing in a circle with them.

7. Finally, in my opinion since the classroom teacher is usually the central person in the educational life of the child, she knows the child mentally and emotionally better than any other school person because she lives with him for five hours a day. She therefore knows more about the needs of the particular group and of the individuals composing it. By virtue of such knowledge her teaching should be more intelligently directed and therefore more effective than that of any person who meets the children for only a small part of the school time.

With interest in the child, with some vision for the place that physical education has in his education during maturation and just a little resourcefulness, even inadequately prepared classroom teachers could have an influential role in this field. As the central and key person in the education of the child, her total role as an educator will be heightened and deepened by seeing that the "big three" in the elementary school that formerly were undisputably reading, writing, and arithmetic are really thinking, communicating, and moving. Action and movement comprise a natural medium for the child to learn what he can do, how he thinks in relation to movement of himself and of others, and how well he adjusts to others in the group; whether or not this natural

medium is the highly potent means of education that it can be throughout the maturation of the child rests today in the hands of the classroom teacher.

BURBANK ELEMENTARY SCHOOL

Chairman: Fredricka Moore, Los Angeles County Schools.
Co-Chairman: Wood Glover, Burbank Public Schools.
Summarizer: Vera Wickert, Burbank Public Schools.
Demonstration of first grade games and basic skills.
Chairman: Betty Baxter, University of California at Los Angeles.
Teacher: Patricia Schweitzer, Public Schools, Burbank, California.
Demonstration of second grade rhythms, run, skip, rag dolls, and humpty-dumpty.
Chairman: Marion Anderson, University of California, Santa Barbara.
Teacher: Ester Brown, University of California, Santa Barbara.
Demonstration of third grade rhythms and folk dancing.
Chairman: Leona McFadden, Public Schools, Los Angeles.
Teacher: Mabel Cooper, Public Schools, Burbank.
Demonstration of fourth grade games, skills, body mechanics, and class organization.
Chairman: Arthur Hawkes, Public Schools, Los Angeles.
Teacher: Phyllis Lichenstein, Public Schools, Burbank.
Demonstration of fifth grade folk dancing and rhythms.
Chairman: Virginia Covey, Public Schools, Pomona.
Teacher: Elinor Snortum, Public Schools, Burbank.
Demonstration of sixth grade, basic skills of nine court basketball class organization.
Chairman: Phillip Allred, Public Schools, San Bernardino.
Teacher: Norman Tvedte, Public Schools, Burbank.

Demonstrations were planned to help classroom teachers on class organization, basic rhythms and folk dances and basic skills of games plus body mechanics. A complete syllabus, prepared by Fredricka Moore and her committee stating needed helps, understandings and good reference materials, was distributed at the door.

Speaker: Simon McNeeley, U. S. Office of Education, Federal Security Agency, Washington, D. C. "Physical Education—An Integral Factor in the Growth and Development of Children."

The classroom teachers are a most important influence on children. An understanding of the growth and development of children in the areas of maturation levels and energy levels is necessary. Other important influences on children are the peer group, affectional climate at home and in the classroom, social and cultural processes of growing up, self developmental and adjustive process.

PANEL PERSONNEL:

Leader: Genevie Dexter, California State Department of Education, Sacramento.

Members: Elizabeth Glidden, Public Schools, Los Angeles; John McDonough, Public Schools, Orange County; Ester Brown, University of California, Santa Barbara.

TOPICS OF DISCUSSION:

1. Relaxation.
2. Noon games—care of overdoing, scheduling, evaluation, more participation.
3. Various plans for recreational period.
4. Competition with other schools.
5. Segregation of boys and girls.
6. Care of losing play areas.
7. Art of being helpful.

CONCLUSIONS:

A great educational value can come from the well planned and executed physical education program. Through the sixth grade, the classroom teachers, keeping the boys and girls together, can do the job adequately providing they are given the needed help. This program should include basic skills in games as well as rhythms and body mechanics. The noon or recreational period is as successful as the physical education period is taught.

MANHATTAN PLACE ELEMENTARY SCHOOL

Chairman: Harry W. Phillips, Public Schools, Los Angeles.

Supervisor: Myra Nelson, Public Schools, Los Angeles.

Summarizer: David G. Rumbaugh, Supervisor, Los Angeles Public Schools.

Demonstration: Methods and Techniques of Improving Elementary School Physical Education.

1. Induction meeting for new teachers. Mr. Phillips discussed the induction meeting for new teachers in the Los Angeles City School System. Included were: (a) state requirements; (b) a balanced program; (c) teaching guides.

2. Demonstration and sociodrama presentation showing a faculty meeting in action where the democratic process is used in solving Physical Education problems. Main topics included scheduling of areas and yard supervision.

3. Demonstration showing how the physical education supervisor may be called in to work directly with a faculty group and where teachers are given a chance to ask the supervisor pertinent questions to help in solving their physical education problems, the school physical education chairman being in charge of the meeting.

4. Audience participation in raising pertinent physical education questions of concern to the audience.

5. Demonstration of American Square and Round Dances by children from Century Park School. Teacher: Ethel N. Huston.

DISCUSSION GROUPS:

1. The problem of competitive Athletics for Elementary School children.

Leader: Frank Jones, Stanislaus County Schools.

Recorder: Ann Calloway, Santa Monica City College.

No one answer can be given because of differences in the size of the school, quality of leadership, community demands.

2. The organization of play during noon and recess period.

Leader: Myra Nelson, Public Schools, Los Angeles.

The basic classroom physical education period is the core upon which a good recess and noon organized program must be developed.

3. Supervision and inservice training in Physical Education.

Leader: Amanda Bonwell, Public Schools, Los Angeles.

Recorder: E. Logan, Public Schools, Monterey County, California.

Many teachers need and want Inservice-training. Classroom teachers who teach their own physical education are already bogged down with meetings so they should be kept to a minimum.

4. Elementary School Physical Education Supplies — facilities, including surfacing.

Leader: David Snyder, Public Schools, Oakland.

Recorder: Veda Overton, Public Schools, Santa Fe, New Mexico.

The group decided that much more consideration and experimentation be given to the problem of surfacing. Cost being a major factor, especially in the smaller schools.

5. The Physical Education Curriculum in Elementary Schools.

Leader: Harold Schoenfeld, Public Schools, Alameda, California.

Recorder: Frand Thomas, Public Schools, Los Angeles.

In planning the physical education program the needs of the child in growing socially, mentally and emotionally must be considered.

CASTLE HEIGHTS ELEMENTARY SCHOOL

Chairman: Edwin Trethaway, Public Schools, Los Angeles.

Supervisor: Earnestyne Mannatt, Public Schools, Los Angeles.

Summarizer: Robert Friberg, Public Schools, Los Angeles.

Demonstration: "Methods and Techniques of Improving Elementary School Physical Education."

Edwin Trethaway explained the induction meeting for new teachers of Los Angeles City School System, as a means of orienting new teachers to the Physical Education program.

Demonstration by the principal and faculty of an elementary school of the democratic group solution to the problems of physical education.

Demonstration by the principal, faculty, and supervisor. The faculty felt the need of advice from a resource person for the organization of the noon game activity. The Physical Education supervisor met with the faculty and discussed problems raised by the teachers. The supervisor suggested possible methods for solution, but left the resulting action to the faculty.

Demonstration: Latin American dances by children from Micheltorena Elementary School. Teacher: Gladys Hammer; Principal: Ruth Patterson.

DISCUSSION GROUPS:

1. The Problem of Competitive Athletics for Elementary School Children.

Leader: Robert Friberg, Public Schools, Los Angeles.

Recorder: Robert Baines, Public Schools, Los Angeles.

The definition of the problem and solution are difficult because of many factors:

a. Size of school and community.
b. Quality of educational leadership.
c. Existing program in physical education.
d. Community demands.

2. The organization of play during noon and recess periods.

Leader: Earnestyne Mannatt, Public Schools, Los Angeles.

Recorder: Levi Graig, Public Schools, East St. Louis, Illinois.

All games played, and skills involved, are taught in the physical education period. The noon-time is used as a laboratory period as an opportunity to put into practice the games learned. The after-school program is definitely a continuance of the physical education period and recess games, since the entire program is under the supervision of the physical education supervisor. In-Service training and the physical education chairman have helped make the plan successful. The noon-hour has been lengthened so children will not hurry through their lunch. Children are given time to relax.

3. Elementary School Physical Education Supplies—Facilities Including Playground Surfacing.

Leader: William Streit, Public Schools, Cincinnati, Ohio.

Recorder: Helen Wood, Public Schools, Siskiyou County, California.

In the main, the discussion was on the subject of playground surfacing. Such types as turf, decomposed granite, natural soil, sawdust, and sand were discussed. The group decided that blacktop was best, both from the standpoint of maintenance and utility and less dangerous. Rubberized matting and other experimental surfacings were considered.

4. Supervision and In-Service Training in Physical Education.

Leader: Louis Seyler, Public Schools, Los Angeles.

Recorder: Charles Christiansen, Public Schools, Santa Barbara.

There is a general agreement that In-Service Training is desirable and many teachers want it, but many are opposed because it involves more meetings. Most incentives for In-Service training evolve around the salary schedule.

5. Physical Education Curriculum in the Elementary Schools.

Leader: Aldine Fulenwider, Public Schools, Los Angeles.

Recorder: Ellen Crooks, University of Utah.

The group agreed that the Physical Education Curriculum is that part of the curriculum which would have activities by which we would reach our particular objectives or goals.

There was agreement on two points.

a. With teacher guidance, elementary children are able to set up goals, help plan the program, and evaluate activities in Physical Education. This of course, would be within the school framework.

b. In planning the Physical Education program the needs for the social, mental, and emotional growth and development of the individual must be considered along with the physical growth and development.

NATIONAL COMMITTEE FOR THE IMPROVEMENT OF PROFESSIONAL PREPARATION

Chairman: WILLIAM L. HUGHES, Temple University; *Presiding Chairman:* RUTH ABERNATHY, University of California, at Los Angeles

Recorder: LAURA J. HUELSTER, University of Illinois

NEW OFFICERS—1952-54

Chairman: CARL NORDLY, University of Minnesota; *Vice-Chairman:* WILLIAM MEREDITH, University of Pennsylvania; *Secretary:* LAURA J. HUELSTER, University of Illinois

Speakers: Laurie Campbell, University of Michigan. "Report on Questionnaire Survey on Graduate Study."

Carl L. Nordly, University of Minnesota. "Committee on Schedule and Evaluation Criteria."

Laurie Campbell reported that where the report on the National Conference on Graduate Study on Health Education, Physical Education and Recreation had been used, they were valuable in local institutions but that as yet all colleges had not seen or read the copies.

Carl Nordly's report raised the following points:

1. That efforts had been made to obtain improvements in the tentative schedules from individuals throughout the country.

2. That the American Association of Colleges for Teacher Education has agreed to cooperate in the improvement of the schedules so that they effectively supplement regional and general AACTE schedules.

3. That it is hoped that the profession will use the schedules when they are available for further improvement, for self evaluation of departments, conferences, workshops, etc.

4. That it is hoped that efforts will be made to channel information as rapidly as possible to avoid misunderstanding and to further the cooperation of the profession in this movement.

5. That the schedules when used with the AACTE schedules could be used by institutions and accreditation teams as well as for self-evaluation by departments.

6. That the tentative revised schedules will be available (possibly next fall) at a nominal cost through the AAHPER National Headquarters.

CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION COMMITTEE

1. Role of the School in Leisure Education.
    1. Planning and use of school facilities for leisure time by the community.
    2. School participation in administration of community recreation
    3. School participation in financing community recreation programs.
    4. Use of school personnel in community recreation programs.
    5. The role of the curriculum in the community leisure time program.
    6. Athletics and intra-murals in the school.
    7. Cooperation between the school and other community agencies in developing camping and out-door education programs.
    8. Cooperation between school and other community agencies in the development and use of natural history and science museums.

2. Competencies Needed by the Elementary Teacher to Teach Physical Education.

This problem is being investigated from the standpoints of (a) attitudes, (b) curriculum planning, (c) teaching, (d) organizing and managing, and (e) evaluation. The area of Teacher Education Institutions role in this problem was discussed at the breakfast. The following opportunities must be presented for each student to:

1. Participate in a wide variety of game and rhythm activities suitable for the elementary school child.
2. Plan and teach physical education activities in laboratory situations in college classes before student teaching occurs.
3. Acquire skill in planning a well-rounded physical education program based on the needs, interests and abilities of children of the various grade levels in the Elementary School.

4. Observe children's growth and development.
5. Observe children in school activities, including free play time.
6. Observe children in organized classes of game and rhythm activities.
7. Plan and teach physical education activities under guidance in an elementary school.
8. When possible participate in the planning, preparation and production of Elementary School Dance Programs and Play Days.
9. Attend professional meetings and conferences dealing with physical education on an elementary school level.
10. Assume responsibility for developing his own competencies for teaching physical education and elect courses in order to build up his weaknesses.

3. Implications of Inter-school Competition on the Elementary Level.

This is a very broad problem, but some significant points that received general approval were:

1. All agreed that inter-school competition should be the result of a broad, varied and graded physical education program and not the focal point that receives undue attention.
2. All agreed that in many cases, a well-organized intramural program for grades 5 through 8 would provide sufficient opportunity for competitive opportunities.
3. All agreed that competitive type activities whether inter-school or intramural should be conducted and supervised by well-trained physical education personnel.
4. Where parents and the community demand school teams and inter-school leagues, it is difficult not to emphasize this type of competition.
5. Recreation departments, YMCA and other agencies sponsor league competition in many sports for elementary age children which receives community approval. The school finds itself in a position of disapproving programs of the accepted youth agencies.
6. Pupils are participating in inter-school and intramural activities without physical examinations, or being properly classified as to maturity, et cetera. Parents consent is not always obtained.
7. Although there have been several reports on the subject of inter-school competition on the elementary level, there are many who feel that there is not, at present, sufficient evidence to substantiate the argument against it.

INTERNATIONAL RELATIONS LUNCHEON

Speaker: Dorothy Ainsworth, Smith College. "History of Organization": Miss Ainsworth recommended that we take advantage of any international programs. "Let Them Show Us." The International Congress is to meet in Paris in 1953.

Speaker: Willard W. Greim. "Highlights of the 1952 Olympic Games at Helsinki."

It costs the United States $800,000 to send teams to Helsinki. All proceeds come from individual contributions. The committee would not accept money from industry trying to make people feel this is their team.

Speaker: Dorothy S. Nyswander, University of California. "The School Health Program in Berlin." The problems in Germany are the same as ours except by degree. Certain features are evident:

1. There is no direct health teaching in first 6 grades.
2. There is no training for teachers in health education.
3. They have excellent classes for speech and hearing defects.
4. The school lunch was introduced by U. S. A.
5. Teachers are very enthusiastic.
6. They are able to get medical care for all who need it.
7. Therapy for parents is available.

PAST PRESIDENTS DINNER

The Association honored its Past Presidents by inviting them to a dinner. Present were: Dr. Dorothy Ainsworth of Smith College, Dr. Margaret Bell of the University of Michigan, Dr. Ruth Evans of the Springfield Public Schools, Dr. Mabel Lee of the University of Nebraska, Dr. Bernice Moss of the University of Utah, Dr. Jay B. Nash of New York University, Dr. N. P. Neilson of the University of Utah, Dr. Carl Nordly of the University of Minnesota, Dr. A. H. Pritzlaff of the Chicago Public Schools, and Dr. Charles Winfred Savage of Oberlin College. Also attending were Dr. Ben W. Miller of the University of California at Los Angeles, former Executive Secretary of the Association, and Dr. Carl A. Troester, Jr., Executive Secretary.

SOCIAL EVENTS

Social dancing at the Biltmore Hotel, Monday and Wednesday evenings.

Square dancing at the Alexandria Hotel, Monday and Wednesday evenings, featuring demonstrations by: Square Wheelers, Red River Black Light Square, Whoop and Holler Kids, Cosmopolitans, Associated Students of Israel, and Folk Dance Federation of California. Callers and dance leaders included: Paul Erfer, Jack Hoheisal, "Buzz" Glass,

Helen Horn, Dave Clavner, Bob Osgood, Ed Durlacher, Fenton Jones, Martin Trieb, Marlys Waller, Lucille Czarnowski, Miriam Lidster, Erma Weir, Bob Hager, Anne Pittman, Carolyn Mitchill, and Lawton Harris.

SALUDOS AMIGOS FIESTA, on Tuesday evening, in Glendale Civic Auditorium. Music of old California by Jose Arias and his troubadors accompanied a dinner of barbecued beef. Jack Reinhard, assisted by Chiky Villa and Remos Maria Numan, presented a program of Spanish dances, "Fiesta in Seville." Square and social dancing for all concluded the evening.

Square Dance Fiesta at Culver City on Sunday evening provided further opportunity for delegates to see Southern California square dance as led and called by dozens of different popular Southern California callers.

BUSINESS MEETINGS

HIGHLIGHTS
BOARD OF DIRECTORS
AND
REPRESENTATIVE ASSEMBLY
OFFICERS, 1951-52

Bernice Moss.....*President*
University of Utah, Salt Lake City, Utah

Clifford L. Brownell.....*President-Elect*
Columbia University, New York City

Dorothy Ainsworth.....*Past President*
Smith College, Northampton, Massachusetts

Helen Starr.....*Vice-President, Health Education*
Public Schools, Minneapolis, Minn.

Elsa Schneider.....*Vice-President, Physical Education*
U. S. Office of Education, Washington, D. C.

Sterling S. Winans.....*Vice-President, Recreation*
California State Recreation Commission, Sacramento, California

Carl A. Troester.....*Executive Secretary*
1201 Sixteenth Street, N.W., Washington, D. C.

Louis Keller.....*Central District*
University of Minnesota, Minneapolis

Clifford L. Brownell.....*Eastern District*
Columbia University, New York City

Anne Finlayson.....*Mid-West District*
Public Schools, Kalamazoo, Michigan

Howard H. House.....*Northwest District*
State College of Washington, Pullman

Joy W. Kistler.....*Southern District*
Louisiana State University, Baton Rouge

Luell Weed Guthrie.....*Southwest District*
Stanford University, Palo Alto, California

OFFICERS ELECTED, 1952-54:

President-Elect: Ruth Abernathy, University of California at Los Angeles

Vice-President-Elect for Health Education: Pattric Ruth O'Keefe, Kansas City, Missouri, Public Schools

Vice-President-Elect for Physical Education: Eleanor Metheny, University of Southern California

Vice-President-Elect for Recreation: W. H. Orion, Veteran's Administration, Washington, D. C.

BUDGET:

A total budget of $239,250 for the Association for the year 1952-53 was approved.

FOUR-POINT PROGRAM:

Action was taken to make the operation of the Divisions more autonomous and more functional through the adoption of a four point program. This program will be described in the Journal of Health and Physical Education in the near future.

MEMBERSHIP PROGRAM:

A fund of $2,000 was allocated for promoting state and national membership. This money will be made available to state membership chairmen on the basis of the number of Representative Assembly members representing each state.

ELEMENTARY SCHOOL ATHLETICS:

A national conference on the problem of highly competitive athletic activities for children of elementary school age has been authorized. Representatives of groups concerned will be invited to participate.

XV OLYMPIAD:

In accordance with the recommendation of the AAHPER representative to the U. S. Olympic Committee, a sum of money was allocated to assist in sending athletes to the Olympic games. In addition, the services of the Association were offered for distributing materials and publicizing the XV Olympiad.

CONVENTION ROTATION:

A study will be made of convention rotation, convention income, and the division of convention funds among the Districts in view of the new biennial plan for national conventions.

RESOLUTIONS COMMITTEE

Chairman: W. K. Streit, Cincinnati Public Schools; Midwest District, Wesley Cushman; Southern District, Howard G. Danford; Central District, Marie Hanss; Southwest District, Marie Nogues; Eastern District, Karl C. H. Oerman; Northwest District, Ruth Wilson.

The following Resolutions were approved by the Board of Directors and the Representative Assembly:

Total Fitness

The AAHPER believes that: Individuals who possess vigor, strength and character are the greatest resources of a nation and are indispensable in times of emergency. Health, Physical Education and Recreation contribute to the total fitness of all citizens who in their accumulated strength guarantee the security of the United States of America.

Teacher Education

The Association is cognizant of the need for well-prepared teachers and leaders in health education, physical education and recreation. To help meet the need it:

1. Pledges its support to the program of the American Association of Colleges for Teacher Education; offers its assistance in the development and improvement of evaluative criteria for professional preparation in health education, physical education and recreation and in their use for self-appraisal and for accreditation by the AACTE in the effort to upgrade teacher education. The Association urges the use of such criteria for accreditation and self-appraisal as soon as feasible.

2. Endorses the principle of cooperation exemplified by the formation of the Committee for the Improvement of Professional Preparation in Health Education, Physical Education and Recreation and urges its members to support the Committee's efforts.

3. Endorses the principle of cooperation as outlined in the Proposal for a National Council on Accreditation for Teacher Education and pledges assistance in the Council's program, as proposed, through its representatives from the National Commission on Teacher Education and Professional Standards of the National Education Association, National Council of Chief State School Officers, State Directors of Teacher Education and Certification, American Association of Colleges for Teacher Education and National School Boards Association.

The Association expresses appreciation to the American Association of Colleges for Teacher Education (1) for its previous cooperation, and its plans to cooperate further, in the improvement of *tentative* evaluation schedules for self-appraisal and accreditation of professional preparation in health education, physical education and recreation and (2) for the joint meeting of deans and college presidents with personnel in health education, physical education and recreation at the last annual meeting of the AACTE.

The Association commends the National Commission on Teacher Education and Professional Standards of the N.E.A. for its outstanding accomplishments since 1946, pledges to support the Commission in its program, and appreciates the invitations to be represented at national and regional conferences sponsored by the Commission.

Moral and Spiritual Values

Because the survival and well being of our country depend upon moral

standards and spiritual values, we welcome the timely appearance of *Moral and Spiritual Values* in the Public Schools, a report by the Educational Policies Commission. We urge that the members of our Association read this volume, distribute it widely throughout the profession, and make it known to the public.

Federal Aid for Public Education Without Federal Control

The Association affirms its support of a program of public education which offers adequate opportunities for all. The realization of such a program is the shared responsibility of the federal government, the state, and the local community. The Association endorses the current legislative program of the N.E.A. and reiterates its position that federal aid must not jeopardize state and local control of education and that it must be channeled through the regularly constituted public school agencies.

School Health, Safety, Physical Education

The Association commends its Local, State and District organizations for their support of the "School Health, Safety and Physical Education Instruction Act of 1952" (HR 5852) which would authorize the appropriation of federal funds to assist the states and territories in "extending and improving" their programs of health, safety, and physical education instruction for all school-age children in the public elementary and secondary schools.

Recreation in War Impacted Areas

That the Association urge Congress to appropriate funds under Public Law 139, 81st Congress, for community recreation facilities and services, in areas that have been designated as critical because of the impact of mobilization, since the Association believes that community recreation facilities and programs are essential to the protection, health and morale of service men and women, employees of industry and the children and youth in critical areas.

Sanitary Facilities in Forest Service Campgrounds

That the Association urges Congress to enact H.R. 575 authorizing additional funds for the U. S. Forest Service, Department of Agriculture, for the adequate provision of sanitary facilities in Forest Service campgrounds and the replacement of obsolete facilities to the end that the health and safety of families and particularly children and youth will be protected and our forest resources properly conserved.

Narcotics

The Association believes that the schools should continue to stress education regarding the harmful effects of narcotics by making full use of the recent research on the problem; giving attention to the needs of adolescent youth in terms of recreation, education for healthful living, employment opportunities and more secure homes; inviting the attention of law-enforcement officers to the necessity for vigorous action to prevent the spread of the use of narcotics; urging of state legislatures to

stiffen their penalties as set forth in the Boggs Bill enacted by Congress November, 1951; and pledging the full cooperation of this Association.

Civil Defense

The Association believes that in a democracy, the security of the community depends upon the responsible action of its citizens and pledges its support to the Civil Defense authorities.

Physicians and Schools

The Association commends the American Medical Association for calling, conducting and reporting the Third Biennial National Conference on Physicians and Schools which provided for an interchange of information regarding the patterns of school health programs in the various states and for an evaluation of progress made since the 1949 conference.

Patriotism and Americanism

We commend the House of Delegates of the American Medical Association for revising a resolution concerning communism in schools, the original of which was unfortunately phrased so that it could be interpreted as a broad indictment of America's schools. The House of Delegates expressed its confidence in the patriotism and Americanism of the vast majority of educators and of bona fide educational organizations.

The Association commends the cooperative relationships which have existed between the American Medical Association and the National Education Association for 40 years through the Joint Committee on Health Problems in Education, which has initiated many of the advances in the school health programs through cooperative deliberations committee action and publications.

High School Athletics

The Association commends the National Association of Secondary School Principals for its strong interest in the proper conduct of interscholastic and intercollegiate athletics as expressed in the resolution on Standards on High School Athletics as adopted at its 36th Annual Convention, February 1952.

Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age

The Association recommends that the principles set forth in the Report of the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age be followed by school and community agencies in planning and conducting sports activities for children of elementary and junior high school age.

National Production Authority

That the Association request the National Production Authority, as restrictions on critical materials tend to be relaxed, that priority be given

to construction of swimming pools and necessary administrative facilities therefor, and to all-purpose community buildings used for public recreational and educational activities, whether such facilities are administered under school or other governmental auspices.

State Recreation Services

That inasmuch as the AAHPER has among its purposes the advancement of recreation, that the AAHPER vigorously support the development of state recreation services on all fronts and geared to the needs and conditions of the particular state; and that attention be concentrated upon those phases of community recreation which are inescapably related to the role of the public school systems in the United States.

Intercollegiate Athletics

WHEREAS, colleges exist for educational purposes, and

WHEREAS, intercollegiate athletics possess great power either for good or evil depending upon the manner in which they are conducted, and

WHEREAS, there is ample evidence of the existence of a number of vicious practices or conditions in the conduct of intercollegiate athletics in the nation which not only prevent the realization of educational values but frequently are destructive of the moral fiber of students. Among these practices or conditions are:

1. The demand for victory at all costs.
2. The use of young men as a means to these victories rather than serving the best interests of the young men involved.
3. The necessity of securing sufficient money to finance the program.
4. A large scale recruiting and subsidization program resulting in the creation of a false sense of values in the minds of the players.
5. Devotion of an excessive number of hours to a sport with the result that many participants have neither the time nor the energy for productive scholarship.
6. Evaluation of a coach in terms of victories won rather than in terms of his contribution to the education of young men.

AND WHEREAS, the responsibility for providing the proper conditions wherein a program of amateur athletics can make an effective contribution to the education of students is primarily that of college presidents and administrative boards.

BE IT RESOLVED: that the American Association for Health, Physical Education and Recreation strongly recommend to college presidents and members of administrative boards that:

1. Intercollegiate athletics be considered as an integral part of the total program of physical education and administered and financed as are other phases of this program.
2. Coaches be selected, supervised, compensated, evaluated, and protected in the same manner as are other teachers on the faculty.

3. Programs of intercollegiate sport be judged solely in terms of the extent to which they contribute to the education of the human beings who participate in them either as players or as spectators.
4. Participants in intercollegiate athletics be subject to the eligibility standards in force for students in other areas of student activities.

Convention

WHEREAS: The 1952 National Convention of AAHPER involved the services and efforts of many individuals, and

WHEREAS: These many individuals contributed many long and arduous hours over and beyond their regular duties during the past year, and

WHEREAS, These efforts contributed substantially to the ultimate success of this convention;

BE IT THEREFORE RESOLVED: That the Convention recognize these efforts by expressing its appreciation to Lawrence E. Houston, genial and indefatigable Convention Manager, and to the staffs of:

Los Angeles County Schools
Los Angeles City Department of Recreation and Parks
Los Angeles County Department of Recreation and Parks
The University of California at Los Angeles
The University of Southern California
Occidental College
Pepperdine College
Whittier College
California Association for Health, Physical Education and Recreation and its sections
Southwest District of AAHPER and each of its state associations
Northwest District of AAHPER and each of its state associations
The Los Angeles City School System and all of its Departments that contributed the many essential services rendered.

STATE, DISTRICT AND NATIONAL OFFICERS SESSION

Chairman: Elwood C. Davis, University of Southern California; Presiding Chairman: Minnie L. Lynn, University of Pittsburgh; Secretary: Lenore C. Smith, University of Southern California; Coordinators: Helen Starr, Minneapolis Public Schools; Ella Wright, Editor, Journal Health and Physical Education; Carl Troester, Jr., Executive Secretary, AAHPER.

The agenda for each group meeting was based upon replies to nationwide surveys and polls conducted separately by the respective coordinators. The following summary of recommendations has been carefully studied and approved by the coordinators of this session.

I. GROUP I. *Meeting of Presidents, Past Presidents, and Presidents-elect*

A. *Recommendations to AAHPER.*

1. That district and state associations adopt the pattern of National Divisions and vice presidents whenever the total membership permits, to expedite communications and coordination throughout our association.

2. That many more of our professional and association activities be implemented through joint planning, work, and action of division vice-presidents of state, district, and AAHPER.

3. That Journal space be enlarged for coverage of timely state association projects and programs by (1) eliminating "news item" type of state-district material; (2) by techniques to reduce time-lag between programs and Journal printing, and (3) by more *fundamental* focus and selection of Journal content in general.

B. *Recommendations to States and Districts*

1. Many problems here discussed need study for supportive facts to arrive at good solutions. Do not delegate to AAHPER to initiate studies. Make studies at State and District level and report findings.

2. Let's maintain spirit and momentum of these accomplishments, their careful preparation and contribution to the common cause reflects the cooperation needed to carry out any project.

3. Let's activate the state and District officers to perform regularly and promptly such duties as will properly provide the information and materials needed, and the consensus of *group* opinion requested to make services of AAHPER function with maximum value to all our associations.

II. GROUP II. *Meeting of Vice-presidents*

A. *Recommendations for improving coordination of divisions, and channeling of materials.*

1. That each District and State vice-president take more personal responsibility for disseminating information.

2. That materials be made available at conventions and meetings.

3. That Divisional vice-presidents help people to understand the role of the district division.

4. That Presidents of State Associations meet at district meetings to interchange ideas.

5. That materials be channeled through State Departments of Public Instruction. State directors be used more.

6. That local organizations be more widely used.

7. That District vice-presidents be invited to attend state meetings.

8. That the role of the vice-president be improved to include continued effort rather than mere program planning. (Group II gave consensus approval to the recommendations formulated by Health Division vice-president re "Definition of Functions" of said office.)

9. That the AAHPER continue to act as a cooperating agency with other educational groups.

B. *Recommendations for improving use of "resources."*

1. That vice-presidents read Journals more completely to be more informed of problems and progress in other areas.

2. That vice-presidents channel materials through State Directors and news-letter editors.

3. That many requests can appropriately be made to state associations and/or state directors rather than to National.

4. That the editor of the Journal write an editorial to show possibilities of resource materials readily available through the Journal as well as other publications.

5. That the editor develop better balance in the coverage of the three areas in the Journal.

6. That enclosures should be placed in resource materials of the three divisions suggesting (1) where such information be channeled and further distributed, (2) which materials may be reprinted.

7. That NSWA idea of "consignment" of materials to local groups be used.

C. *Recommendations of Vice-presidents for Health Education:*

1. That more health educators be encouraged to join AAHPER.

2. That AAHPER be more serviceable to health teachers in the field, many of whom are not physical educators.

3. That AAHPER develop better working relationships with other organizations interested in school health.

D. *Recommendations of Vice-presidents for Physical Education:*

1. That sessions for coaches at State, District, and National Conventions be highlighted through pre-conference meetings, etc.

2. That more emphasis be placed on problems of secondary level at pre-convention dance sessions.

3. That the vice-presidents consider further ways of exchanging news of teaching projects.

E. *Recommendations of Vice-presidents for Recreation:*

1. That, along with continuing leadership, individuals currently serving in local non-school recreation be used on recreation committees.

2. That District vice-presidents obtain news reports from State vice-presidents to improve lines of communication.

3. That each outgoing district officer submit a summary report, copies of which be sent to the president and to successor.

4. That our association study the relationship between AAHPER and general recreation for the purpose of improving that relationship.

III. GROUP III. *Meeting of Secretaries and Treasurers.*

A. *Recommendations to AAHPER:*

1. That the national office act as a clearing house for exchange of information and for guidance of state and district secretaries and treasurers. (Need for handbook was expressed by many.)

2. That the factor of extended continuity of record-keeping be considered in the placement of the office of state secretary-treasurer. (Attention was called to the S.W. District's plan for location of secretary.)

IV. GROUP IV. *Meeting of Newsletter Editors:*

A. *Recommendations to AAHPER:*

1. That, where possible, state newsletter editors be made state reporters to the Journal.

2. That state reporters send news directly to Journal editors rather than first to District reporters. (The latter function only as district news per se.)

3. That Journal editor send a letter to State Presidents to obtain information re state newsletter, state editor, etc.

4. That Journal editor supply state newsletter editors with lists showing state newsletters and state editors for the purpose of promoting exchange issues.

V. *Recommendation of Officers' Session Coordinators.*

—That State and District membership and representation at this session reflected a keen interest in solving problems of inter-relationship between state and national;

—That these meetings were productive and stimulating, and therefore, that Officers' Sessions at the next national convention be continued and expanded in terms of planning and time allotment.

ASSOCIATE EDITORS, RESEARCH QUARTERLY

At the meeting of the *Research Quarterly* Associate Editors, the 15 members present made the following changes in editorial policy:

1. Articles in the *Research Quarterly* should appear in the chronological order in which they are submitted, except that articles on a similar subject should appear together.

2. The date of submission should appear on the published article.

3. If an article is returned for required revision and there is new work in the revision, the second date of submission should be used.

4. If there is a publication lag of more than six months, there should be no limit to the pages in the *Research Quarterly*, if it is possible to add more within the budget. If not, some other means of publishing the research should be found.

It was suggested that consideration be given to representation of *Research Quarterly* and *Journal* interests on the Editorial Committee.

ASSOCIATE EDITORS, JOURNAL

As a result of discussion at the meeting of *Journal* Associate Editors, the temporary reviewing system was revised, suggestions were made to the Editorial Committee, and some editorial policies were modified.

Following presentation of the Editor's report, present problems set forth in that report were discussed.

1. Picture file: When articles are scheduled, pictures should be requested from the State Director of the state in which each author is. If he is in a large city, pictures should be requested there. This will mean a specific request. A committee might be appointed to explore the securing of pictures for use as illustration in the *Journal*.

2. Consultants using the *Journal*: All agreed that it is a good idea that Consultants use the *Journal* for questions and answers, "how to do it," and commentaries.

3. District news: It was recommended to the Editorial Committee that a workshop be held on what items should appear in the District Reporter Section.

4. Reviewing of articles: The temporary reviewing system was modified slightly and was then incorporated into the Summary of Existing Policies Report for consideration by the Editorial Committee.

EDITORIAL COMMITTEE

The Revised Operating Code was reviewed by the members of the Editorial Committee and minor changes were made. The code was then ready to present to the Board of Directors for action.

Recommendations of the *Research Quarterly* and *Journal* Associate Editors were incorporated into the Summary of Existing Policies and additions were made regarding (1) planning of *Journal* content; and (2) soliciting of articles for the *Journal*. This Summary was then ready for presentation to the Board of Directors.

NORTHWEST DISTRICT BUSINESS MEETING

OFFICERS

President: AGNES STOODLEY, University of Montana, Missoula; *President-Elect:* GEORGE J. SIRNIO, State Department, Salem, Oregon; *Vice-President of Physical Education:* EDWIN S. HENDERSON, Spokane Public Schools, Washington; *Vice-President of Health:* JENNELLE V. MOORHEAD, University of Oregon, Eugene, Oregon; *Vice-President of Recreation:* W. H. SHUMARD, Northwest District Representative, National Recreation Association; *Secretary-Treasurer:* DORTHALEE HORNE, University of Washington, Seattle

A report of the Bellingham Convention was presented by Ruth Weythman, Convention Chairman. She stated that both members and students showed good attendance. A profit from the exhibits was realized.

The 1953 Convention will be held at Missoula, Montana. Two dates were submitted for consideration, these were: April 16, 17, and 18; also April 23, 24, and 25, 1953.

The Nominating Committee recommended that the same officers who served in 1952 be re-elected for the coming year. The motion was carried unanimously, and the officers were congratulated for their outstanding work.

SOUTHWEST DISTRICT BUSINESS MEETING

OFFICERS

President: ELWOOD C. DAVIS, University of Southern California, Los Angeles; *President-Elect:* DUDLEY DEGROOT, University of New Mexico, Albuquerque, New Mexico; *Vice-President for Physical Education:* H. J. MCCORMICK, Sacramento State College, Sacramento, California; *Vice-President for Health:* ELIZABETH KELLEY, Fresno State College, California; *Vice-President for Recreation:* JACK SQUIRES, University of Utah, Salt Lake City; *Secretary-Treasurer:* LENORE SMITH, University of Southern California, Los Angeles

NEW OFFICERS, 1952-53

President-Elect: CATHERINE WILKINSON, Phoenix High School, Phoenix, Arizona; *Secretary-Treasurer:* MERCEDES GUGISBERG, University of New Mexico, Albuquerque

The three incumbent vice-presidents will continue to serve for 1952-53.

Retiring President Elwood C. Davis was given a key in recognition of his services to the Southwest District.

The 1953 Convention will be held in Logan, Utah, April 8, 9, 10. H. B. Hunsaker was elected Convention Manager.

STUDENT SECTION, SOUTHWEST DISTRICT

Presiding Chairmen: John C. Skoien, George Pepperdine College, Los Angeles, and Dolores S. Burkhardt, University of Southern California, Los Angeles, Co-Chairmen, National Student Section.

Recorder: Mary F. Jackson, University of Southern California, Los Angeles.

The topics covered were how the co-chairmen now in office were selected, a discussion of the workings of the National Student Section, and a preview of events in the convention program of particular interest to students.

State Representative reports were given for Arizona by Billie J. Fain of the University of Arizona; California, Art Valverde, San Francisco State; New Mexico, Ann McNamara; Nevada and Utah, John Marshall, Utah State Agricultural College.

The Tentative Suggestions for Southwest District Student Section (Patterned after the National Student Section Code), which are now in mimeograph form, were proposed to be revised by the Southwest District Executive Committee and adopted at the Southwest District Convention, 1953, at Logan, Utah.

John Nixon, Stanford University, Palo Alto (Co-Advisor with Nina Murphy, Arizona State College, Tempe) extended the Executive Committee's vote of thanks for the student committees' work and help in connection with convention.

It was noted that this is the first District to organize a Student Section on this level: approval given to organize student section, and student section given one vote on Executive Board of Southwest District.

AFFILIATED ORGANIZATIONS

AMERICAN ACADEMY OF PHYSICAL EDUCATION

OFFICERS, 1951-52

President: SEWARD C. STALEY, University of Illinois; *Vice-President:* MABEL E. RUGEN, University of Michigan; *Secretary-Treasurer:* ELEANOR METHENY, University of Southern California

OFFICERS, 1952-53

President: DAVID K. BRACE, University of Texas; *Vice-President:* DOROTHY NYSWANDER, University of California; *Secretary-Treasurer:* HELEN MANLEY, Public Schools, University City, Missouri

Newly elected Fellows were announced:

Active Fellows—Louise S. Cobb, University of California; Fred V. Hein, American Medical Association; Mary P. O'Donnell, College of the City of New York; Doris W. Plewes, Dept. Health and Welfare, Dominion of Canada.

Associate Fellows—C. Ward Crampton, New York City; Howard Rusk, New York University; Lloyd B. Sharp, Life Camps.

Corresponding Fellows—Enrique C. Romero Brest, Argentina; Hector Croxatto, Chile.

Awards and Citations for 1951:

Administrative Award—Ellis H. Champlin, State Department of Education, Albany, New York.

"For outstanding service in administering the state program of health and physical education, school recreation, camping and outdoor recreation in the State of New York, a program which is without a peer and which gives evidence of becoming the example for other state departments of education."

Creative Award—Ruth Anderson Radir, Extension Service, U. S. Department of Agriculture, State College of Washington, Pullman.

"Ruth Radir at the present time is Extension 4-H Club specialist at the State College of Washington. She has made original and significant contributions as a leader of youth, author of publications on the subject of youth leadership, and organizer of programs for youth. Her successful achievements indicate that she has a high level of originality, vision and imagination. Her influence has stimulated progress in youth programs in many localities."

Publications Award—Thomas Woody, Department of Education, University of Pennsylvania.

"For his scholarly and eminent achievement in relating the early history of physical education to that of education in general and in delineating the cultural and social origins common to both, thus providing a superior source and illustrious pattern for subsequent historical research."

Citation—Physical Education Department, Emory University, Georgia.

"As a commendable instance of far-sighted policy and support of a university and department in rendering effective service in physical education."

R. Tait McKenzie Memorial Lecture:

Speaker: William Sheldon, Constitution Laboratory, Columbia University and University of Oregon.

The lecture was given at the third general session of the convention of the American Association for Health, Physical Education and Recreation.

NATIONAL ASSOCIATION FOR PHYSICAL EDUCATION OF COLLEGE WOMEN

Chairman: Pauline Hodgson, University of California, Berkeley.

Presiding Chairman: Ruth Wilson, University of Washington, Seattle.

Informal luncheon meeting with greetings from District Presidents and informal presentation of reports by Committee Chairman.

SOCIETY OF STATE DIRECTORS OF HEALTH, PHYSICAL EDUCATION AND RECREATION

President: VERNE S. LANDRETH, California; *Secretary:* ROBERT YOHO, *Indiana*

The program included: a facilities tour of the Long Beach Schools; workshop sessions on "The Role of State Leadership in Improving Instruction"; Committee reports: barbecue dinner honoring past presidents and Paul H. Helms, President of Helms Athletic Foundation; and banquet honoring Herbert R. Stolz, N. P. Neilson, and W. H. Orion, former state directors in California.

PHI EPSILON KAPPA

Chairman: Earl W. Vornheder, National President.

Presiding Chairman: W. K. Streit, National Vice-President.

Summarizers: Al R. Arps, San Fernando High School; Vincent V. Mottola.

Speaker: Charles L. Lowman, M.D., Orthopedic Consultant, Los Angeles City Schools.

"The Relation of Postural States to Competitive Sports."

About 70-80% of the students in any junior high school have postural deviations. Physical educators tend to think in terms of muscle, but athletics increases the danger to growth cartilage and to joints. Metabolic factors of the whole organism may be affected. Elementary and junior high school students should exercise in the recumbent position or in water. Balancing of opposing muscular groups to put the body in alignment must be stressed. Coordination is built up by cooperation be-

tween antagonistic muscles. Deep knee bends, duck walks and rising on the toes are very bad for weak arches. The calf muscles are already too short and the tibialis anterior too long, and these exercises further intensify these conditions.

DELTA PSI KAPPA

Chairman: BEULAH A. HARRISS, North Texas State College, Denton; *Secretary:* MINNIE W. BRAKER, Chicago Alumr Chapter

NEW OFFICERS, 1952-54

President: BEULAH ANN HARRISS, North Texas State College, Denton; *Vice-President:* MILDRED EVANS SWARTZ, Philadelphia Alumni Chapter: *Executive Secretary:* MINNIE W. BRAKER, Chicago Alumni Chapter; *Province Director:* CHARLOTTE KNEPSHIELD, West Virginia Wesleyan, Buckannon, W. Virginia; *Foil Editor:* REVA EBERT, North Texas State College, Denton.

Student Officers Elected:

Chairman: Joe McMillan, Rho Chapter, North Texas State College, Denton.

Secretary: Pat Collins, Phi Chapter, La Crosse State Teachers, La Crosse, Wisconsin.

Summary of Meetings: Ten business sessions and four dinner sessions. Installation of Alpha Rho Chapter of Occidental College, Los Angeles. First of its kind at a National convention. Two student clinics were conducted, discussing problems relating to their areas of interest. An emphasis was placed upon student participation in professional activities on the local and national levels.

Dr. Charles L. Lowman presented a professional paper entitled, "The Adolescent Girl." The psychological, physiological and skeletal characteristics were discussed, and implications for improving teaching at this age level were drawn from the presentation.

Jeanette Cutts, of Portland, Maine, a doctoral candidate at Harvard University was awarded the Biennial Research Fellowship Award for her study in the area of sociometry.

Delta Psi Kappa voted to continue to hold their biennial meeting in conjunction with the AAHPER so that student delegates would have the advantage of attending the nationals.

Y.W.C.A.

Chairman: Elizabeth Payne, Correlator for the Western Region.

An informal discussion on health education. Workshops in conjunction with regular conferences were developed, along with a discussion of personnel problems relating to recruitment of desirable types of leadership for Y.W.C.A. work.

NATIONAL Y.M.C.A. PHYSICAL EDUCATION COUNCIL MEETING

Chairman: Thomas C. Schumacher, Chairman of Pacific Southwest Area Y.M.C.A. Physical Education Committee, Los Angeles.

Speaker: C. H. McCloy, State University of Iowa.

"A Look Into the Future: How Can We Improve Our Program."

Association work has been primarily directed toward large cities. What we need today is more attention to rural and county work.

The "Y" should be the catalyzer of parent education directed toward the raising of children.

We are only skimming the surface in the field of geriatrics.

The "Y" should only promise what it can deliver.

If a person's satisfactions outweigh his annoyances he will continue to come back to the "Y".

We often are running a comfort station instead of a service station.

You must pay for health in terms of effort.

You can sell most people on the idea of just keeping themselves fit.

Physical education should be more decentralized and brought into the home.

Chairman: Floyd Eastwood, Los Angeles State College.

Speaker: Harold T. Friermood, Secretary for Health and Physical Education, National Council Y.M.C.A.

"World Y.M.C.A. Health and Physical Education Consultation in Finland, August, 1952."

Purpose of consultation is to meet with representatives of foreign countries in consultative sessions in order that we may later return home to better interpret our own physical education programs.

Speaker: George H. Allen, Whittier College, Whittier, California, "Values of Football."

Good coaches are always good teachers. Morale is not like an overcoat, it is an internal affair and cannot be acquired over night. Great coaches can control the thinking of their players.

Speaker: Carl Troester, Jr., Executive Secretary, American Association for Health, Physical Education and Recreation. "Behind the Scenes of The National AAHPER with the Executive Secretary."

In view of the growing complexity of our organization it is important that we maintain a specialized relationship with all related organizations.

Keynote Speakers: Ben W. Miller, University of California, Los Angeles; Thomas Evans, Youth Services, Hollywood; Karl R. Miller, Central Y.M.C.A., San Francisco, Calif.

TOPICS:

"Boys Sports Activities, Age Classifications, and Registration for Competition."

"Character Education and Development of Christian Leadership Through Y.M.C.A."

"Health and Physical Activities for Small City and Rural Y.M.C.A.'s."

Summary of Discussion Group conclusions:

The problem of competition must be considered from the local state, area and national levels.

The Y.M.C.A. should establish a policy of prohibiting the playing of varsity school players in the same sport in the Y.M.C.A.

There should be a uniform system of classification among the Y.M.C.A.'s as well as in schools, recreation departments, and other related agencies.

A preconditioning program should consider the moral, emotional as well as the physical attributes of the competitor.

The problem of awards, officials and the use of proper equipment should always be considered.

Character education infers the accumulation of moral and ethical values which we can utilize in practical physical education situations.

The development of Christian leadership should be achieved through the physical director, through mature lay leadership and through the leaders corps.

Men working in small city and rural areas must have a background and some technical training in order for the program to reach its greatest potential.

People in this field must need to recognize the values and opportunities of activities as a part of the total work process.

We should remember the time values and meanings of the "Y" triangle in program emphasis.

EXHIBITORS

EXHIBITORS

Company	Location	Representatives
Adirondack Bat Co.	Dolgeville, N.Y.	E. D. Conatser, Wally Bates, Hal Schumacher
Aldrich & Aldrich, Inc.	Chicago, Ill.	Miss Dorothy Drayna, Mason B. Aldrich
American Institute of Baking	Chicago, Ill.	Ellen Semrow, Margaret Delaney
American Jr. Bowling Congress	Chicago, Ill.	Mr. and Mrs. Milton Raymer
American Medical Assn.	Chicago, Ill.	
American Seating Co.		
Association Films, Inc.	New York	J. R. Bingham, W. O. Siler
The Athletic Institute and The National Golf Foundation	Chicago, Ill.	Col. Theodore P. Bank, Thos. B. Brady, Rex McMorris
L. G. Balfour Co.	Attleboro, Mass.	Cres Wells, Bob Kahse
A. S. Barnes & Co., Inc.	New York, N.Y.	John Lowell Pratt, Josephine T. Lees, Frederic S. Cushing
Bowser, Inc.	Ft. Wayne, Ind.	George Jepson, Jack McAuley
Bounce Ezy Trampoline	Los Angeles, Calif.	Purviance and D. Smith
Bristol-Myers Co.	New York, N.Y.	Marion P. Morris, Ida B. Crawford, Marion B. Barnett
Tom Broderick Co.	Glendale, Calif. Parsons, Kans.	Ethel J. Dean, Pat Broderick, Tom Broderick, Rick Cooney, Gordon Gray
California Milk Industries	Los Angeles, Calif.	
Capezio, Inc.	New York, N.Y.	Gene Perlman
Cereal Institute, Inc.	Chicago, Ill.	Harry J. Fowler
Champion Knitwear Co., Inc.	Rochester, N.Y.	W. Gylte
Coca-Cola Co.	Los Angeles, Calif. Atlanta, Ga.	James T. Beers
Converse Rubber Co.	Chicago, Ill.	Bernard Noodlman, Edwin Goetsch
The Dahl House	Los Angeles, Calif.	
Dudley Lock Corp.	Crystal Lake, Ill.	E. W. Sundell, Fred F. Ten Eyck
Dudley Sports Co.	New York City	George D. Full
Educational Testing Service	Los Angeles, Calif.	A. Glenwood Walker
Electric-Aire Engineer. Corp.	Chicago, Ill.	E. S. Hewitt, M. J. Vonasek
Ruth Evans—Joseph Burns	Bridgeport 7, Conn.	Anne Burns
Evaporated Milk Assn.	Chicago 1, Ill.	Hilda Ballestro, Dr. Marietta Eichelberger

COMPANY	LOCATION	REPRESENTATIVES
Game-Time, Inc.	Litchfield, Mich.	J. M. Haire, Geo. Anderson, Virgil Dahl
Hanna Manufacturing Co.	Athens, Ga.	Arch Billmire, Ab Himes
Hillerich & Bradsby Co.	Louisville, Ky.	Roscoe Hovatter, Jack McGrath
International Cellucotton Products Co.	Chicago, Ill.	Georgia Hughes, Jane Stafford
Jamaica Sportswear, Inc.	Olney, Ill.	Les McKelfresh
Jamison Mfg. Co.	Los Angeles, Calif.	Robt. W. Jamison, E. Grant Jamison, R. Warren Jamison
Laidlaw Brothers, Inc.	Chicago-New York-San Francisco-Dallas-Atlanta	G. Gordon MacKay, Glen M. Britton
Logan, Incorporated	Los Angeles	R. "Kickapoo" Logan, J. "Little Kick" Logan
MacGregor Goldsmith, Inc.	Cincinnati, Ohio	Frank A. Koegel, Joe Kelly, E. J. Close
Manley, Inc.	Los Angeles, Calif.	W. H. Turpie, Dale Clark, Bob Reichlin, H. L. Rice, Jim Worsley
Geo. MacArthur and Sons, Inc.	Baraboo, Wis.	George M. McArthur
The Medart Company	St. Louis, Mo.	C. M. Kelly
Metropolitan Life Insurance Co.	New York City	Mrs. Helene Grover
W. R. Moody	Los Angeles, Calif.	W. R. Moody
E. R. Moore Co.	New York-Chicago-Los Angeles	R. D. Cowardin, L. E. Allison
The C. V. Mosby Co.	St. Louis, Mo.	B. O. LeBlanc, Ernest Chamberlain, Jas. Pidgeon
National Foundation for Infantile Paralysis	New York City	May Lipton, Marian V. Miller
National Sporting Goods Assn.	Chicago, Ill.	William M. Manley
Nissen Trampoline	Iowa	
A. J. Nystrom & Company	Chicago, Ill.	C. B. Stateler
Pennsylvania Rubber Co.	Jeanette, Pa.	H. H. Rice, C. L. Miller, Hal E. Snyder
Pepsi-Cola Co.	New York City	A. L. Foster, Jr.
Petersen Gym Mats	Philadelphia	Albert J. Petersen
J. E. Porter Corp.	Ottawa, Ill.	Ray L. Hart
Prentice-Hall, Inc.	New York	Charles A. Jones,
Product Design Co.	Los Angeles, Calif.	Bartlett Blaisdell
RCA Victor	Camden, N.J.	
Rawlings Manufacturing Co.	St. Louis, Mo.	J. H. Adams, Steve Andrake, Pete Bogden
Rek-O-Kut Co.	Long Island, N.Y.	George Silber, Emmett Hughes, W. A. Patterson

COMPANY	LOCATION	REPRESENTATIVES
The Seamless Rubber Co.	New Haven, Conn.	Roger Stevens, Frederic A. Kramer
W. B. Saunders Co.	Philadelphia, Pa.	Tyler Buchanau, O. G. Enstrom, John H. Stauffer
Scott, Foresman and Co.	Chicago, Atlanta, Dallas, New York, Pasadena, San Francisco	H. B. McAllister
Sets in Order	Los Angeles	Jay Orem
Square Dance Associates	Los Angeles, Calif.	H. F. Ballance, Ed Durlacher
A. G. Spalding & Brothers	New York	Cliff Simpson, Bill Bronson, Earl Jones, Charles H. Houck
Stanford University Press	Stanford, Calif.	James McClure
Sylvia Putziger	New York	Sylvia Putziger
Tampax Incorporated	New York	Lois R. Ackerman
Today's Health	Chicago	Frank V. Cargill
The Toni Co.	Chicago	Nancy Curry, Leah Anderson
United States Rubber Co.	New York City	Jack Kuhn, L. W. Whittington, Micky McConnell
W. J. Voit Rubber Corp.	Chicago, Los Angeles, New York	Mell Barton, Mike Kelly, C. D. Niswander
Waxinate Corporation	Oakland, Calif.	Bill Hocking
Wiskit Co.		
Wilson Sporting Goods Co.	Detroit, Mich.	H. E. Gillette

EDUCATIONAL EXHIBITORS

American Physical Therapy Association
California Cadet Corps—ROTC
California Interscholastic Federation—Los Angeles Unit
Los Angeles Public Schools
- Driver Education
- Health Services
- Junior and Senior High School Girls Physical Education
- Youth Services Program

National Section on Women's Athletics
School Nursing Section

FILM PRESENTATIONS

Aetna Life Insurance Co.—*Aim for Safety*
American Junior Bowling Congress—*America Bowls*
American National Red Cross—*Learning How to Swim, Skilled Swimming, Artificial Respiration*

Association Films, Inc.—*Bathing Time for Baby, Be Your Age, How to Ski, Live Together, Weight Reduction Through Diet, Wheel Sense, Sitting Right*

Athletic Institute—*Playtown, U.S.A.*

Audio-Master Corp.—*Swimming Instruction*

Bounce Ezy—*Fun Time with Jody*

Bray Studios, Inc.—*Guard Your Heart*

Cereal Institute, Inc.—*Mr. Wizard*

Coronet—*Badminton Fundamentals, Beginning Tumbling, Cleanliness and Health, Healthy Lungs, How Betty Keeps Clean, Rest and Health, Softball for Boys, Softball for Girls*

Encyclopedia Brittanica—*Dashes, Hurdles, Relays, Growing Girls*

Hoefler Productions, Inc.—*Fundamentals and Techniques of Gymnastics (Part I), Fundamentals and Techniques of Gymnastics (Part II)*

Inter-American Affairs Institute—*How Disease Travels*

International Cellucotton—*How to Catch a Cold, The Story of Menstruation*

M. S. Larson—Voit Rubber Co.—*Speed-a-Way*

Leiser, Roy—*Wiskit*

McGraw-Hill—*Body Care and Grooming*

Metropolitan Life Insurance Co.—*Losing to Win*

National Foundation for Infantile Paralysis—*On Our Own*

N.S.W.A.—*Women's Riding, Girl's Basketball*

Seamless Rubber Co.—*The Strapping of Athletes*

Sets in Order—*Square Dancing*

Teaching Film Custodians—*Fundamentals of Bowling, Tennis by Contrast*

The Toni Company—*Miss Dunning Goes to Town*

T. V. Show (Kinc) C.T.A.—*Playcrafters Club*

University of Colorado—*Beginning Western Riding*

U. S. Rubber Company—*Basketball Fundamentals, Little League Basics, Spring Training at Notre Dame*

Washington State Dept. of Health—*Welton*

W. J. Voit Rubber Co.—*Success Story*

LOCAL COMMITTEES

LOCAL CONVENTION COMMITTEES

1952

CONVENTION MANAGER

Lawrence E. Houston, Director, Physical and Health Education and Youth Services Branch, Los Angeles City Schools.

REGISTRATION

Chairman—Jerrold R. Russom, Los Angeles City Schools; Glenn H. Berry, Mary S. Donaldson, Gerald Peterson, W. Edwin Warren.

PUBLICITY AND PUBLIC RELATIONS

Chairman—Volna M. Curry, University of California, Los Angeles; Katherine Alexander, E. C. Davis, Francis Daugherty, George Hjelte, Barbara Mack, Helen Starr, Adele Ulman.

PROCEEDINGS

Chairman—Eleanor Metheny, University of Southern California; George Allen, Donn Bair, Arthur Broten, Courtenay Burson, Frances Cake, Barbara Godfrey, Elmer Johnson, Tessa Johnson, Felix Jumonville, Virginia Lindblad, Henry Miller, Marguerite Mochel, Jane Mott, Charles Nagel, Roy Niemeyer, Philip Rasch, Warren E. Reeves, Elvera Skubic, Edwin Staley, Albert R. Wise.

GENERAL SERVICE

Chairman—Cecil G. Zaun, Los Angeles City Schools; Marshal R. Crawshaw, Warren M. Epinette, Eldred H. Marlatt, Aloys E. Nicholson.

SOCIAL

Chairman—Lois Ellfeldt, University of Southern California; Robert Flanegin, E. C. Davis, Tillman Hall, Jane Harris, William Lopez, John L. Merkley, Jack Reinhard, Harold Schoenfeld.

HOSPITALITY

Chairman—Maxine McSweeny, Charles Bollinger, Frances Hammatt, Vera Mae Lewis, Gladys Meredith, David Rumbaugh, Grayson Turney, Ernest White.

EDUCATIONAL EXHIBITS

Co-Chairmen—Robert Flanegin, Los Angeles City Schools; Martin H. Trieb, Los Angeles City Schools.

DINNERS

Chairman—Earl Harris, Los Angeles City Schools.

RECEPTION

Chairman—Ethel Tobin Bell, University of California, Los Angeles.

TRANSPORTATION COMMITTEE

Chairman—Randall Davis, Pupil Transportation Agent, Los Angeles City Schools.

Dispatcher—Aubrey Davis, Pupil Transportation, Los Angeles City Schools.

PROGRAM

Co-Chairmen—Jerrold R. Russom, Los Angeles City Schools; Mary S. Donaldson, Los Angeles City Schools.

STUDENT SECTION

Co-Chairmen—John C. Skoien, University of Southern California; Dolores S. Burkhardt, University of Southern California.

Registration—Ken Taylor, University of California, Los Angeles.

Housing—Carl Lovett, Whittier College.

Hospitality—George Henriksen, Occidental College.

Correspondence—Kay Arnett, San Jose State College.

Finance—Joseph Reeves, University of Southern California.

Publicity—Mary Jackson, University of Southern California; Joseph Reeves, University of Southern California.

Transportation—George Gassin, Los Angeles State College; Diane Thatcher, Los Angeles State College.

Social—Jo Anne Herbst, Pepperdine College; Ken [illegible]lo, Pepperdine College.

General Committee—Wayne Ambrose, Los Angeles State; Doris Beretta, San Francisco State; Ann Casey, Santa Barbara; B. Chortkoff, Redlands University; Edward Conley, Redlands; Bryant Cowser, Santa Barbara; Jeanne Dale, San Francisco State; Beverly Davis, Redlands; Lorrie Dockstader, Stanford; Archie Haskins, Whittier College; Sally Hicks, University of California, L. A.; Martha Hitch, Stanford; Warren Larsen, University of California, L. A.; Shirley McClure, San Jose.

HASTA
LA VISTA!
"JERRY" KAUFMANN
UCSC '62

HASTA LA VISTA!

INDEX

Affiliated Organizations 113
American Academy of Physical Education 114
Aquatics Section 67
Athletics for Boys and Men 68
Athletics, Girls and Women, National Section on 76
Board of Directors 100
Business Meetings 99, 111
California School Supervisors Association Committee 95
Camping and Outdoor Education 71
College Health Education Section 44
College Physical Education 53
Community Health Education 46
Dance, National Section on 72
Delta Psi Kappa 116
Editorial Committee 110
Elementary Health Education Section 40
Elementary Schools Physical Education 51
Elementary School Physical Education Workshops 87
Evaluation Day 87
Exhibitors 119
Film Presentations 122
Frontiers in the Human Physique Studies 21
Function of Work and Play in Mental Health 18
General Division 65
General Sessions 15
Health Education Division 39
Health, Physical Education and Recreation 37
Hjelte, George 33
Improvement of Professional Preparation, National Committee for 94
Industrial Recreation Section 61
International Folk Dance Session 73
International Relations Luncheon 97
Journal, Associate Editors 110
Local Committees 125
McKenzie, R. Tait Lecture 20
Measurement and Evaluation Section 77
Menninger, Karl 18
National Association for Physical Education for College Women 115

National Council of Research Section 80
National Student Section 86
National Y.M.C.A. Physical Education Council Meeting 117
Nordly, Carl L. 35
Officers Session, State, District and National 106
Our No. 1 Challenge 35
Past Presidents Dinner 97
Phi Epsilon Kappa 115
Professional Education 83
Professional and Public Relations 85
Physical Education Division 49
Public Recreation Section 57
Pursuit of Happiness 16
Research Section 78
Recreational Therapy Section 59
Recreation Division 56
Research Quarterly, Associate Editors 109
Resolutions Committee 101
Resources for Community Recreation 33
Safety Education—Elementary and Secondary 47
Safety, Pedestrian and Bicycle 48
School and College Health Services 45
Secondary School Health Education 42
Secondary School Physical Education 52
Sheldon, William H. 21
Social Events 97
Society of State Directors of Health, Physical Education and Recreation 115
Special Events 87
Stafford, Frank and Juanita, in Memoriam 5
Stoddard, Alexander J. 16
Student Section, Southwest District 112
Therapeutics Section 81
Voluntary and Youth Serving Agencies Section 63

1951-52

SOUTHWEST DISTRICT ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

E. C. Davis.....*President*
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J. E. Martie.....*Past-President*
University of Nevada, Reno

Dudley DeGroot.....*President-Elect*
University of New Mexico, Albuquerque

Alice Nemir.....*Vice-President, Health Education*
University of Utah, Salt Lake City

Elizabeth Dutton.....*Vice-President, Physical Education*
Utah State Agricultural College, Logan

Glenn Arnett.....*Vice-President, Recreation*
San Diego County Schools, California

Lenore Smith.....*Secretary-Treasurer*
University of Southern California, Los Angeles

Luell Weed Guthrie....*District Representative to National Convention*
Stanford University, Palo Alto, California

CALIFORNIA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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Alameda County Board of Education

Lloyd Webster.....*President-Elect*
Los Angeles County Board of Education

Glenn Arnett.....*Vice-President, Health Education*
San Diego County Schools

Lois Messler.....*Vice-President, Physical Education*
Los Angeles City Schools

June Brasted.....*Vice-President Recreation*
Mills College, Oakland, California

Verne S. Landreth.....*Executive Secretary-Treasurer*
State Department of Education, Sacramento, California